DOCUMENT RESUME

ED 233 934 SO 014 910

TITLE	Teacher's Guide in Population Education for Social Studies, Grades I-VI. Elementary Level. (Revised for Muslim Filipinos).
INSTITUTION	Department of Education and Culture, Manila (Philippines).
SPONS AGENCY	United Nations Fund for Population Activities, New York, N.Y.
PUB DATE	81
NOTE	184p.; Some pages may be marginally legible.
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052) -- Guides - Classroom Use - Materials (For Learner) (051)
EDRS PRICE	MF01/PC08 Plus Postage.
DESCRIPTORS	Demography; Educational Objectives; Elementary Education; Evaluation Methods; Family Life; Family Planning; Foreign Countries; Learning Activities; Migration; *Population Education; Population Growth; Population Trends; *Social Studies; Units of Study; World Problems
IDENTIFIERS	Muslims

ABSTRACT

Revised to be in accordance with the customs, traditions, beliefs, and practices of the Muslim Filipinos, these elementary-level social studies units will help Filipino children understand world population problems and develop the necessary skills, attitudes, and values that will lead them to make rational decisions about population matters, particularly about family size. The units are organized topically by grade level: The Family, grade 1; Population and Population Change in School, grade 2; Population Change in the Community, grade 3; Effects of Migration on Population Growth, grade 4; Determinants of Family Size, grade 5; and Effects of Rapid Population Growth on the Family and the Community, grade 6. Students are involved in many different kinds of learning activities. For example, they discuss pictures, dramatize situations, guess riddles, analyze stories, play games, and participate in classroom discussions. Unit information provided for each grade level includes theme, concepts, suggested time allotment, unit overview, and an outline of objectives and content. Each unit is comprised of several lessons. Each lesson includes the following information: objectives, content, teaching procedure, learning activities, and a test. Student materials are included in the lessons. (RM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED233934

TEACHER'S GUIDE IN POPULATION EDUCATION

For

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☐ This document has been reproduced as received from the person or organization originating it.
X Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

SOCIAL STUDIES

Grades I-VI
ELEMENTARY LEVEL
(Revised for Muslim Filipinos)

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Rosa C. Mendoza
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

SØ 014 910

POPULATION EDUCATION PROGRAM
Ministry of Education and Culture

Manila
1981

01 2

P R E F A C E

The population of the Philippines continues to grow at a high rate and the resulting unfavorable economic, social and health consequences on the life of the people have prompted several government agencies to initiate measures to help curb it. One such agency is the Ministry of Education and Culture.

As early as 1970, the Department of Education and Culture as the Ministry was known them, has been cognizant of the fact that the school can be a potent force which can be utilized in the resolution of the country's population problem. Since the establishment of the Population Education Program (PEP) in 1972 with financial assistance from the United Nations Fund for Population Activities, population education, which is a relatively new field of study, has been introduced in the curricula of the elementary, secondary and tertiary schools of the formal school system. With this innovation, it is envisioned that the Filipino youth will be able to acquire knowledge and understanding of the total population situation of the country and the world as well as develop necessary skills, attitudes and values that will lead them to make rational decisions and actions on population matters, particularly, on family size when the time comes. This is a long-term measure and its impact cannot be felt immediately. Yet upon it depends a lot hopefully, the realization of the country's socio-economic goals and the fulfillment of human aspirations towards a better quality of life.

Since the time of its launching, the Population Education Program has been pursuing three major activities in the comprehensive implementation of population education, namely: research and evaluation; curriculum development; and training of teachers and prospective teachers. In curriculum development, the PEP has already prepared, among other materials, elementary teacher's guides in population education for integration in Social Studies, Health, Home Economics, Science and Mathematics. Since these guides were prepared for general adoption and by curriculum writers who were Christian and urban-based, it was felt that there was a need to revise these materials in accordance with regional/subcultural needs and conditions if they are to be made acceptable to the regional end-users and more relevant to their needs.

In a curriculum development workshop for Muslim Filipinos on the elementary level held in Zamboanga City from April 25 to May 26, 1977, selected elementary Muslim, teachers and administrators from Regions IX and XII revised the elementary teacher's guides in population education to make them

indigenous to the customs, traditions, beliefs and practices of the Muslim Filipinos. Herewith is the hope that the product of this undertaking will be welcomed by the Muslim end-users for the content of these materials is in accord with their culture and religion. These instructional materials were tried out in selected elementary schools in Regions IX and XII by the participants themselves and/or other selected teachers during the first semester of school year 1977-1978 to test their effectiveness, suitability and acceptability. Feedback from this tryout was consequently used as basis for the further refinement and revision of the guides before they were put into final print.

It is suggested that the teachers study these guides very thoroughly by reading through the overview, lessons and appendices in order that they will have a full grasp of what to teach and what to prepare before the actual teaching and where in the regular guides of the five subject areas they are going to integrate the exercises, lessons or sub-units in population education. By supplementing the study of the guides with additional readings from the Background Information for Teachers (BIT) for a more in-depth knowledge of the content of population education, it is expected that the teachers will be able to teach population education more efficiently and effectively.

JUAN L. MANUEL
Minister of Education and Culture
Project Director, PEP

This is Government Property. It should not be reproduced by any unauthorized person or agency.

POPULATION EDUCATION PROGRAM
Ministry of Education and Culture

A C K N O W L E D G E M E N T S

This Revised Edition of the Teacher's Guides in Population Education for Muslim Filipinos, Elementary Level, for Social Studies, Science, Health, Mathematics and Home Economics was made possible through the efforts of the Ministry of Education and Culture Population Education Program (PEP) with financial assistance from the Pathfinder Fund.

The revision of the PEP-Elementary Population Education Teacher's Guides, integrated in the above-mentioned subject areas was intended for the purpose of making them more relevant and responsive to the local needs, conditions, and culture in the Muslim areas. Such revision was made in a curriculum development workshop in population education for Muslim Filipinos, elementary level, which was held in Zamboanga City on April 25 to May 26, 1977.

In the preparation of the revised elementary population education teacher's guides, the cooperation and assistance of a number of teachers, school officials, agencies and institutions had been solicited.

The difficult tasks of revising the elementary teacher's guides were painstakingly and ably done by selected elementary school teachers and school officials from the Muslim areas of Region IX and XII.

Special credit goes to Miss Baidido D. Andong, Elementary Grades Teacher, Sultan Kudarat Division, Mrs. Tita A. Asmah, Elementary Grades Teacher, Sulu Division, Mr. Amarluddin B. Bidin, GES II, MEC Regional Office, Region IX; Mr. Datukaka P. Comsa, Teacher-In-Charge, Maguindanao Division; Mr. Ogarinan I. Ducol, Principal I, Lanao del Sur Division; Mr. Paningalan M. Eseng, Elementary Grades Teacher, Basilan Division; Mr. Abdul L. Gonsang, Head Teacher, North Cotabato Division; Miss Jumdaya I. Hotaie, Elementary Grades Teacher, Sulu Division; Miss Menen A. Lim, Head Teacher, Cotabato City Division; Mr. Raymond Z. Musin, Elementary Grades Teacher, Sulu Division; Mrs. Baibanal G. Nanding, Head Teacher, Maguindanao Division; Mr. Abdulgafar T. Napii, District Supervisor, Tawi-Tawi Division; Mrs. Munaira D. Palma, Elementary Grades Teacher, Sulu Division; Mrs. Rosa M. Pamaran, Head Teacher, Basilan Division; Mr. Uli M. Piang, Head Teacher, North Cotabato Division; Mr. Jumaadil D. Sahial, Elementary Grades Teacher, Tawi-Tawi Division; Mr. Rohel J. Saral, Elementary Grade Teacher, Zamboanga City Division; Mr. Banning D. Sinal, District Supervisor, Lanao Norte

Division; Mrs. Bayancong K. Sulaik, GES I, Maguindanao Division; and Miss Silpha D. Unsang, Elementary Grades Teacher, Zamboanga del Norte Division.

The delicate task of curriculum revision was facilitated with the invaluable assistance, guidance, and encouragement provided individually and collectively by the Curriculum Writer Consultants. For the important work of propelling the different working groups to accomplish the job on time, grateful acknowledgement is extended to the Subject Area Consultants composing of Miss Lourdes A. Arellano, Social Studies; Miss Herminia C. Tualla, Science; Miss Marina P. Rubio, Professor, P.N.C.; Health; Mrs. Patrocinio P. Cera, Home Economics.

For the highly informative lectures of selected resource speakers, Miss Alice V. Pato, GES I, Region IX, Zamboanga City, Atty. Nunggo E. Pahm, CESO III, MEC Regional Director, Dr. Abdullah T. Madale, Vice President, External Studies, MSU, Marawi City.

Gratitude and appreciation is heartily expressed for the writing efforts and diligence of dependable PEP personnel composed of Mrs. Iluminada R. Santos, researcher-librarian; Miss Jocelyn E. Bacay, Clerk-Typist, to the Population Education Coordinator for MEC Region IX, Mrs. Marietta P. Fernandez, Mrs. Vera S. Boado, GES II, MEC Region IX, Mr. Fernando P. Fernandez, clerk-typist, MEC Region IX; and to the illustrators, Mr. Richard Saldia and Mr. Ricardo Lorena of the Mindanao Regional School of Fisheries.

Likewise, recognition is given for the cooperation extended by the regional, division and school administrators, supervisors and teachers who, in one way or another, helped the PEP in the selection of the participants and in the field testing of the revised edition of the elementary teacher's guides in population education for Muslim Filipinos.

To the curriculum writers of the Population Education Program, MEC, for translating the elementary guides from Pilipino to English.

The Honorable Minister of Education and Culture, Juan L. Manuel, concurrently Project Director of the PEP, together with the PEP Consultants, Dr. Tomas P. Tadena and Mrs. Cristina E. Mamuri, formerly, PEP Executive Officer, provided unstinted support and encouragement in the pursuit of the project. To them goes our gratitude.

Finally, commendation is given to Mrs. Rosa C. Mendoza, Supervising Educational Researcher and Project Coordinator of

the Curriculum Development Workshop in Population Education for Muslim Filipinos, for her assistance from the planning stage of the project to the final editing of the revised editions.

Remedios M. Cayari

REMEDIOS M. CAYARI
Executive Officer, PEP

TABLE OF CONTENTS

Grade I - The Family 1

Lesson I - What a Family Is 4
Lesson 2 - Why We Need a Family 5
Lesson 3 - Size of a Family 8
Lesson 4 - How the Size of a Family Becomes Larger or Smaller 10
Lesson 5 - Effects of Family Size on Some Family Needs 13

Grade II - Population and Population Change in School 35

Lesson 1 - What a Human Population Is 38
Lesson 2 - Sub-groups in a Human Population . . 40
Lesson 3 - Characteristics of a Human Population 43
Lesson 4 - Changes in Population Size 47

Grade III - Population Change in the Community 58

Lesson 1 - Why People Migrate 60
Lesson 2 - Some Effects of Migration on a Community 62
Lesson 3 - Effects of Birth and Death on Population Size 65
Lesson 4 - Effects of Birth, Death and Migration on Population Size 67

Grade IV - Effects of Migration on Population Growth 75

Lesson 1 - Causes of Migration 78
Lesson 2 - Patterns of Migration 82
Lesson 3 - Other Reasons Why People Migrate . . 86
Lesson 4 - Effects of Migration 94
Lesson 5 - Summary of Ideas Learned About Migration 97

Grade V - Determinants of Family Size 108

Lesson 1 - Motivations in Wanting Children . . . 111
Lesson 2 - Motivations of One's Parents in Wanting Children 114
Lesson 3 - How Family Size Norms Are Formed . . 116
Lesson 4 - How Family Size Norms Are Strengthened 118
Lesson 5 - How Government Policies and Social Practices Encourage a Large Family Size 121

Grade VI - Effects of Rapid Population Growth on the Family and the Community 136

Lesson 1 - Effects of Family Size on Some Aspects of Family Life 139
Lesson 2 - Effects of Family Size on Some Other Aspects of Family Life 142
Lesson 3 - Effects of Family Size on the Community 145
Lesson 4 - Importance of Planning and Decision-Making 148

A POPULATION EDUCATION SUB-UNIT

GRADE I - THE FAMILY

Conceptual Theme: The Family Here and Around
Major Concept: Social Organization
Sub-Concept: Institutions
Generalization: Families differ in composition, size and needs. Birth and death change the size of the family.
Suggested Time Allotment: 5-7 days

OVERVIEW

This unit is intended to provide the Grade I pupils with basic concepts in Population Education which they will need for the understanding of the concepts to be taken up in the other sub-units for the same grade. It is, therefore, suggested that this be taken up as early as possible.

The aim of this unit is to introduce the children aware of the effects of family size on the adequacy and effectiveness of the family to fulfill its purpose of providing for some of the family needs. It is believed that this unit will serve to organize what the children already know about their own families and the families around them. At the same time, the knowledge gained from the study of this unit can also serve as a background or apperceptive basis for the understanding of more complicated population concepts in the succeeding grades. For example, the study of the effects of birth and death on a family, can, later on, help the children see the relationship between fertility, mortality and migration on one hand, and school or community population on the other hand. A knowledge of the effects of family size on the needs of the family will enable the children to gain an insight into the effects of population size on the school and on the community.

This unit is divided into five lessons, each of which is designed to be taken up in approximately one class period. The teacher can, however, expand each lesson to more than the suggested time allotment depending on the ability and needs of a particular group of children. It will be noted that the suggested teaching procedures are activity-oriented. The children are given as many opportunities as possible to participate actively rather than just listen passively. The teaching procedures are also process-

to the concept of the family and, in particular, to its composition, purpose and size. It also aims to make the children

oriented and concept-oriented. Answers are rarely told the children. Teaching situations are presented through the use of pictures, cutouts, a story, a song, and role playing. In each of these situations, the children are encouraged to observe, listen attentively, guess intelligently, analyze, compare and contrast, evaluate, draw inferences, and form simple conclusions and concepts. The process are always emphasized in the development of each lesson although they are not always included in the list of specific objectives.

The activities in this sub-unit are not ends in themselves. They are just the means to carry out the content and/or process objectives of the unit. For instance, a flannel board presentation of several children's families in Lesson I is utilized to enable the children to analyze the composition of each family, pick out what all of these families have in common, and from there, arrive at a simple definition of a family. A picture study in Lesson 2 is used to make the children realize the different purposes of a family. Role playing of different situations where children take the role of parents who provide for the different needs of their families is introduced in the same lesson to reinforce, through simulated personal involvement, what the children have learned about the purposes of a family. Storytelling is utilized in Lesson 4 to serve the double purpose of helping the children realize that the size of the family is increased through birth and making this experience an enjoyable and interesting one. All of these point to the fact that the activities for the different lessons are geared towards the development or achievement of the objectives of the lessons.

An evaluative section is included, but it is suggested that it be given orally. It is believed that it is still too early to give a written evaluation to the children at this stage when they are only starting the school year. In addition to the oral evaluation, observation of pupils' behavior and the setting and checking of standards for certain activities may be used. There should be an ongoing evaluation of this kind throughout the unit.

This unit is intended to be a sub-unit of either the topical unit "The Family" or a unit developed around the generalization: "The family is the smallest of all social institutions."

I. OBJECTIVES

A. General

1. Realize that birth and death change the size of the family.
2. Recognize that families differ in size, composition, and needs.

B. Specific

1. Name the members of a family.
2. Tell what a family is.
3. Tell why there is a need for a family.
4. State that there are large families and small families.
5. Tell what a small family or a large family is.
6. Explain how the size of a family becomes smaller or larger
7. Give some effects of family size on some needs of the family.
8. State that as the size of the family increases, the needs of the family also increase.
9. Draw inferences about the need for a family from pictures.
10. Get needed information about a family from listening to a story.

II. CONTENT

A. In terms of topics

1. Composition of a Family
2. Reasons for Needing a Family
3. Size of a Family
4. Effects of Birth and Death on Family Size
5. Effects of Family Size on Some Needs of the Family

B. In terms of related ideas

1. A family is made up of parents and children.
2. Sometimes, a family is made up of parents, and their children and also the grandparents, aunts, uncles, or other relatives who live permanently with them.
3. A family has many purposes.
4. There are small families and large families.
5. What may be considered a small family by some may be considered a large family by others, and vice versa,
6. Birth increases the size of the family.
7. Death decreases the size of the family.
8. The family has different needs.
9. The larger the family, the more are its needs.
10. The smaller the family, the less are its needs.

III. DEVELOPMENT (Activities)

Lesson 1

A. Objectives

1. Name the members of a family.
2. Arrive at a definition of a family.

B. Content: What a Family Is

Teaching Aids: Cutouts of different family members; pocket chart or flannel board; pictures of different families and groups of people which are not families.

C. Suggested Procedure

Produce cutouts of fathers, mothers, brothers, sisters, and babies. With the use of these cutouts ask four or five children to show in the pocket chart or on the flannel board their respective families.

Now we are going to look closely at each of these families. Let us look first at Abdul's family. What can you say about it? Who are its members?

Talk about the other families in a similar manner.

What do these families have in common? What, then, is a family?

According to what we have learned about what a family is, can you say that your brother is a member of your family? Your mother? Your sister? Your father? Now think very carefully. Is your grandmother who stays with you a member of your family? What about your grandfather? Or uncle? Or aunt?

Tell the children that in the Philippines and in many other countries, the grandparents, uncles and aunts are sometimes part of one's family.

What else can you say about what a family is aside from what we have first learned about it?

Prepare a set of pictures some of which depict families and others do not.

I have many pictures in this envelope. Get one picture, show it to the class, and say whether it is a family or not. Say why it is a family, or, why it is not a family.

As a summary of the lesson, the children may say the related ideas below in answer to the questions "Who are the members of a family?" and "What is a family?"

1. Father, mother, brothers, and sisters are the members of a family.

2. A family is made up of parents and children.

3. Sometimes a family is made up of parents and their children and also the grandparents, aunts, uncles, or other relatives who live permanently with them.

Lesson 2

A. Objectives

1. Tell why there is a need for a family
2. Draw inferences about the need for a family from pictures.

B. Content: Why We Need a Family

Teaching Aids: Pictures of Father Bird and Mother Bird feeding their three birdlings; Mother Hen protecting her brood of seven chicks from a hawk; Mother Goat suckling her five kids; Mother Cat with a kitten in her mouth while two other kittens are scattered in the porch; a mother breastfeeding a baby while the father looks on; children sleeping on a sidewalk; a father and a mother playing with their son and daughter; a mother teaching a little child to pray; a mother and a father supervising the study period of their two children.

Optional: Masks of animal faces like Mother Bird, Father Bird, two birdlings, etc.

C. Suggested Procedure

Review what a family is. Then show the pictures of Father Bird and Mother Bird feeding their three birdlings.

What do you see in the picture? Is this a family of birds? Why? What do you think would happen if there were no Father Bird and Mother Bird to feed the birdlings?

Show the picture of Mother Bird protecting her chicks from the attack of a hawk.

Tell us something about this picture. Does this show a family of chickens? What do you think would happen if there were no Mother Hen to protect the chicks from the hawk?

Take up the pictures of the mother goat and her kids and the mother cat and her kittens in the same manner.

Show the picture of a mother breastfeeding a baby while the father looks on.

Is this a family? Why? What are the father and mother doing? What do you think would happen to the baby if there were no mother nor father to feed him?

Show the picture of children sleeping on the sidewalk.

What do you see in the picture? Why do you think these children sleep on the sidewalk? Why don't they have homes in which to sleep?

Show the picture of a father and a mother playing with their son and daughter.

What are the family members doing? Do you think the two children feel happy with their father and mother around? Suppose there were no mother and father to join the children in their play, how do you imagine the children would feel?

How do you feel if you are alone in the house?

Discuss the picture of a father and a mother supervising their children's study and the picture of a mother teaching her little boy to pray.

From these pictures that we have talked about, can you tell why people need a family? What other reasons can you give why there is a need for a family?

Let the children dramatize situations showing the different purposes of a family. Start with two boys and two girls.

Dramatize how you will take care of your birdlings. Who wants to be Father Bird? Mother Bird? Who are the birdlings?

It will be far more interesting if the children put on masks of Father Bird, Mother Bird, and the two birdlings in their dramatization.

Give the participants a few minutes to talk about how they are going to act their parts and what they are going to say. In the beginning, it may be necessary for the teacher to ask the participants questions that will guide them in planning what to do and say.

If you were Father Bird and Mother Bird, would you have done the same as what _____ (name of pupils who acted as Father Bird and Mother Bird) did to take care of your birdlings? Would you have said the same things? What purpose or function of the family did the group show? What else could you have done to take care of your birdlings?

Call on another group to dramatize the first situation. Give them some time to plan what to do and say.

If there is still time, have the children dramatize the following situation:

1. Bapa Ali and Babu Amina have two children. One day the two children got sick.

To sum up the lesson, ask the children to tell, in as many ways as possible, why there is a need for a family.

Lesson 3

A. Objectives

1. Tell that there are large and small families.
2. Describe what a small or a large family is.
3. Conclude that different persons have different opinions on what a small or a large family is.

B. Content: Size of a Family

C. Suggested Procedure

Have the class sing the following song to the tune of "Leron-Leron Sinta."

Ito ay ang Nanay.
Ito ay ang Tatay.
Ito ay ang Kuya.
Ito nama'y Ate.

Ito ay si Tito.
Kapatid na bunso.
Lima silang lahat.
Sa buong mag-anak.

As the children sing the first line, each child points to his left thumb; as they sing the second line, each child points to his left forefinger; as they sing the third line, each child points to his left middle finger; as they sing the fourth line, each child points to the five fingers as he sings the seventh and eight lines.

What is this song about? Who are the members of this family? How many members are there in the family? Would you consider this a small or a large family? Why?

Accept varying views. After the next activity, let the children express their ideas about family size.

Let us find out what most of you would consider a small family or a large family. We are going to group ourselves into two. Those who think that they

belong to a small family, stand on the right side of the room. Those who think that they belong to a large family, stand on the left side of the room. Remember to include only your parents, your brothers, your sisters and yourself when you consider the size of your family. Do not include your grandparents or other relatives.

Write the heading SMALL FAMILY on the board.

Those of you who belong to a small family, write your name under this heading. (If the space on the chalkboard is not enough to accommodate the names of all the children, call on more or less ten children only.)

Write the heading LARGE FAMILY on the chalkboard.

Those of you who belong to a large family, write your name under this heading. (Call on about ten children only if the chalkboard space is not enough.)

If the children cannot write their names, write these for them.

After the children have written their names either under the SMALL FAMILY or LARGE FAMILY heading, tell them to write the number of the members of their family opposite their names. Do this for them if they cannot write numbers yet.

The entries, when completed, might look like this:

SMALL FAMILY		LARGE FAMILY	
Hasan	- 4	Mario	- 6
Corazon	- 4	Musa	- 7
Marian	- 5	Hussain	- 7
Akmad	- 3	Farida	- 10
Tito	- 4	Aisha	- 5
Norhaida	- 6	Adela	- 8
Etc.	-	Rasul	- 6
		Roel	- 6
		Etc.	-

Let us look at our list under SMALL FAMILY. How many members are in your family? How many are the children?

Proceed with the other entries in this manner. Then discuss also the entries under LARGE FAMILY in similar manner.

> What can you say about the number of family members under SMALL FAMILY? What is a small family according to these children who consider their families small? (A family is small if it has six or less than six members.) What can you say about the numbers of family members under the LARGE FAMILY heading? What is a large family according to these children who consider their families large? (A family is large if it has five or more members.) What do you notice about some of the numbers of family members under SMALL FAMILY and LARGE FAMILY? What can you say about these?

Emphasize the overlaps in size under the two headings. Elicit reasons why five or six (or any other number) is considered small by some and large by others.

Recall the song at the beginning.

Now, is the size of the family in our song large or small? Why?

Guide the children to state:

1. Some families are small.
2. Some families are large.
3. There are small families and large families.
4. Some families may be thought of as small by some and large by others.
5. Families differ in size or number of its members.

Lesson 4

A. Objectives

1. Explain how the size of a family becomes larger or becomes smaller.
2. Get needed information about family size from listening to a story.

B. Content: How the Size of a Family Becomes Larger or Smaller

> Teaching Aids: Cutouts of different family members; flannel board

C. Suggested Procedure

Recall what the children have learned about the size of the family.

How many of you belong to a small family? Do you think that your family will still grow? Why or why not? How many of you belong to a large family? Do you think that your family will still grow? What makes you think so? Do you know how the size of a family grows?

Accept as many answers as the children could think of. Do not tell the children "Yes, you're right" or "No, you're wrong."

I'm not going to tell you whether your answer is right or wrong. You will find that out in the story which I'm going to tell you in a little while.

Then tell the following story with the use of cutouts on the flannel board.

Bapa Otong married Babu Elling. When Babu Elling gave birth to a baby girl, she was assited by a local midwife. This was so because there was no nurse in the village. Several weeks after, the baby girl was baptized. She was named Gulam. She grew up to be a healthy child.

Two years after, another baby girl was born. She was called Amina. She was a healthy baby with curly hair. After Amina's birth there were already four in the family. They were Bapa Otong, Babu Elling, Gulam and Amina.

Sophia, another girl, was born after three years. Amina and Gulam loved her very much.

"Mother, could we have a Baby Brother?" Amina asked Babu Elling one day. "It would be fun to have a brother for a playmate."

Sophia was four years old then, and Babu Elling was sickly. How to give into the request of the girl was a problem to both Bapa Otong and Babu Elling.

In the village lived a widow named Babu Husna. She was very close to the family. She had a daughter named Mariam. So Bapa Otong decided to marry Babu Husna. Babu Elling agreed.
Since then Babu Husna and Mariam lived with Bapa Otong's family. They were quite big now. Soon after, a baby boy was born to Bapa Otong and Babu Husna. He was called Jainal. Gulam was nine years old now, while Amina was eight.

One day, Bapa Otong called his daughters.

"Gulam, Amina, Sophia, you have a baby brother now. We will call his Jainal. Love him as you love one another. We are eight in the family now. Your Ina Husna, Mariam and Jainal are members of our family. There must always be peace and love in the family."

"Yes, Father," agreed the children.

Soon after, Babu Elling died.

How many members were there in the family in the beginning? What happened two years after? How many members did Bapa Otong's family have after two years? Did the size of the family increase? What happened after three years? How many members had Babu Otong's family then? Did it increase? Did Babu Elling give birth again? Did the family increase? Why? How many members were added? How many members make up the family? What happened to Babu Elling after several years? How did the size of the family increase? How did the size of the family decrease?

To sum up the lesson, guide the children to state the following related ideas.

1. Birth makes the size of the family larger.
2. Death makes the size of the family smaller.
3. Birth and death change the size of the family.

Lesson 5

A. Objectives

1. Identify some needs of the family.
2. Describe some of the effects of family size on some needs of the family.
3. State that the larger the family, the more are its needs; the smaller the family, the less are its needs.

B. Content: Effects of Family Size on Some Family Needs

Teaching Aids: Cutouts of family members and a school

C. Suggested Procedure

Place the cutouts of a father, a mother, and a little boy on the flannel board.

What do you see on the flannel board? How many are they in the family? One day, the mother gave birth to a baby girl. (Place the cutout of a baby girl on the flannel board.)

What things do you think did the mother have to buy for the new baby? (List these things on the chalkboard as the children say them.)

Do you suppose she would have bought these things if there were no new baby? Do you think the family would have these extra expenses if there were no additional member of the family? Suppose this family did not have enough money to buy all the things needed by the new baby, what would have happened?

How many of you have a new baby brother or sister? What things did your parents have to buy for your baby brother? Would your parents have bought these things if there were no new baby? What does a new baby mean to your family? (Accept different answers, whether these are advantageous or disadvantageous to the family.)

Place the cutouts of a father, a mother, two girls, and a boy on the flannel board.

The two elder children in this family are going to school.

Place the cutout of the school on the right side of the flannel board. Move the cutouts of the two elder children nearer the school.

One child is in grade three and the other is in grade one. Can you tell what these children need for school?

List down the school needs of the two children on the chalkboard.

How many school dresses do the elder girls need? Notebooks? Pencils? Boxes of crayon? Etc.

Write the number of things needed opposite the name of these things on the chalkboard.

Next school year, the youngest child in this family will be in grade one. How many children then will be going to school? What will happen to the number of school things that Father and Mother will have to buy? Instead of two school bags, how many more will Father and Mother have to buy?

What about the number of school dresses? Pairs of scissors? Pad paper? Suppose there is not enough money to buy all the school needs of the three children, what will happen?

How many in your family are presently going to school? What school things did your father and mother have to buy for you? What other things did your mother and father have to provide for you? How many will have a brother or sister who will be going to school next year? How many then in your family will be going to school? What can you say about the school things that your father and mother will have to buy next school year?

Stress that as the number of children going to school increases, the school needs also increase.

Place the cutouts of a father, a mother and three children on the flannel board.

This is the Kadil family. How many are they in all?

It was Sunday morning in the Kadil home. Mrs. Kadil was preparing chicken, rice and bananas for lunch. If each member of the family will have two pieces of chicken, how many pieces of chicken will Mrs. Kadil have to prepare? If each member can finish one plate of rice, how many plates of rice will the family need for lunch? If each member will have one banana for dessert, how many bananas will the family need for lunch? (Write on the chalkboard each kind of food and, opposite it, the quantity needed as this is discussed.)

Suppose, there are six children in the Kadil family, how many members in all will there be in the Kadil family? (Add three more cutouts of children on the flannel board.) How many pieces of chicken will each member have? How many pieces of chicken in all will Mrs. Kadil have to prepare for her family? How many plates of rice in all will the family need? How many bananas will each member have for dessert? How many bananas in all will the family need for dessert? (Again, write on the chalkboard each kind of food and, opposite it, the quantity needed as each kind of food is discussed.) If the children cannot give the total number of units needed for each kind of food, make use of the cutouts to enable them to visualize the total quantity.)

Which need more pieces of chicken, more plates of rice and more bananas, a family with three children or a family with six children?

Stick on the flannelboard the cutouts of a father, a mother, and three children side by side and in a horizontal position.

Let us say that the members of the Kadil family are sleeping in their bedroom or sala. How many are they in all? Mark off with a piece of chalk the space that they occupy in sleeping.

Remove the cutouts of the Kadil family from the flannelboard.

Suppose the Kadil family has six children instead of three. Let us see how they will look sleeping side by side in their bedroom or sala.

Stick on the flannelboard the cutouts of a father, a mother and six children, side by side in a horizontal position.

How many are the members of the Kadil family now? (Mark off with a piece of chalk the space that they occupy in sleeping. Remove the cutouts.)

Which is bigger, the sleeping space occupied by a family of five or the sleeping space occupied by a family of eight?

Lead the children to make the following statements to summarize the discussion:

1. The family has different needs.
2. The smaller the family, the less are its needs.
3. The larger the family, the more are its needs.

IV. STATING GENERALIZATIONS FOR THE UNIT

This activity may be taken up in another class period if it cannot be finished in Lesson 5.

What have we learned about the family?

> A family is made up of parents and children.

> A family is made up of parents and their children and also the grandparents, uncles, aunts, or other relatives who live permanently with them.

Can you make just one sentence out of these two sentences?

If the children cannot, ask them if families are made up of the same members to be able to come up with the generalization:

> Families differ in composition.

What have we learned about the size of families?

> There are large families.

> There are small families.

Can you put together the two ideas about the size of families in one sentence?

Families differ in size.

What have we learned about the needs of the family?

The family has different needs. The larger the family, the more are its needs. The smaller the family, the less are its needs.

Can you say these three ideas in one sentence only?

Families differ in needs.

What have we learned about birth and the size of the family?

Birth increases the size of the family.

What have we learned about death and the size of the family?

Death decreases the size of the family.

Who can state these ideas in one sentence only? Or, what do birth and death do to the size of the family?

Birth and death change the size of the family.

Or,

Birth and death make the size of the family smaller or larger.

V. Evaluation:

This is an oral evaluation. It is suggested that the pictures to be used in the exercises be prepared beforehand.

1. Who are the members of this family?

2. Which of these pictures below is a family?

A.

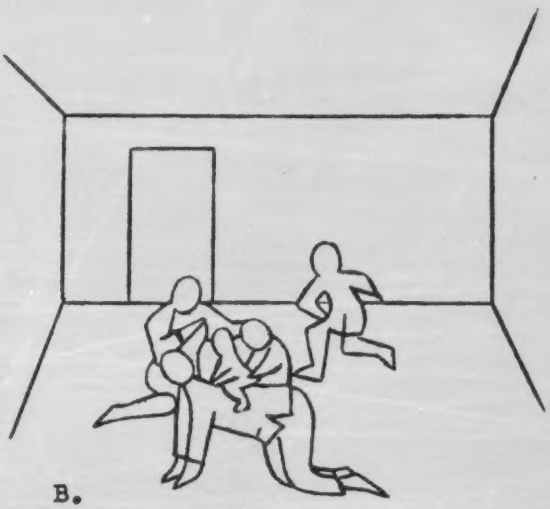
B.

C.

D.

3. Which of the pictures below show that children are well taken care of when they belong to a family?

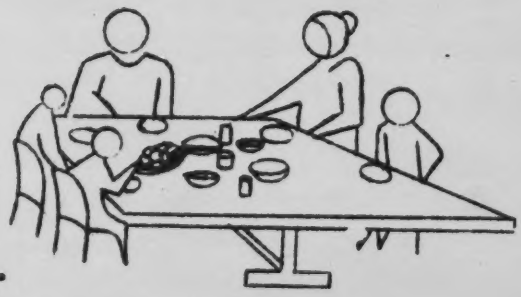
A.



B.

C.

D.



A.

4. a. Point to the big family. Tell why you call it big.

b. Point to the small family. Tell why you call it small.

B.

5. Study the picture above. Give the needs of the family.

6. Explain

   a. how a big family grows.
   b. how a family gets small.

7. Listen to the following story.

   Hussein and Fatima have three children. Hussein is a fisherman. Hussein can give his children all their needs.

   Abdul, a brother of Hussein, is a fisherman, too. He has seven children. He often asks Hussein for things his children need.

   a. Give the effects of a small family, like Hussein and Fatima's, to the needs of its members.

   b. Give the effects of a big family, like Abdul's, on the needs of its members.

23

24

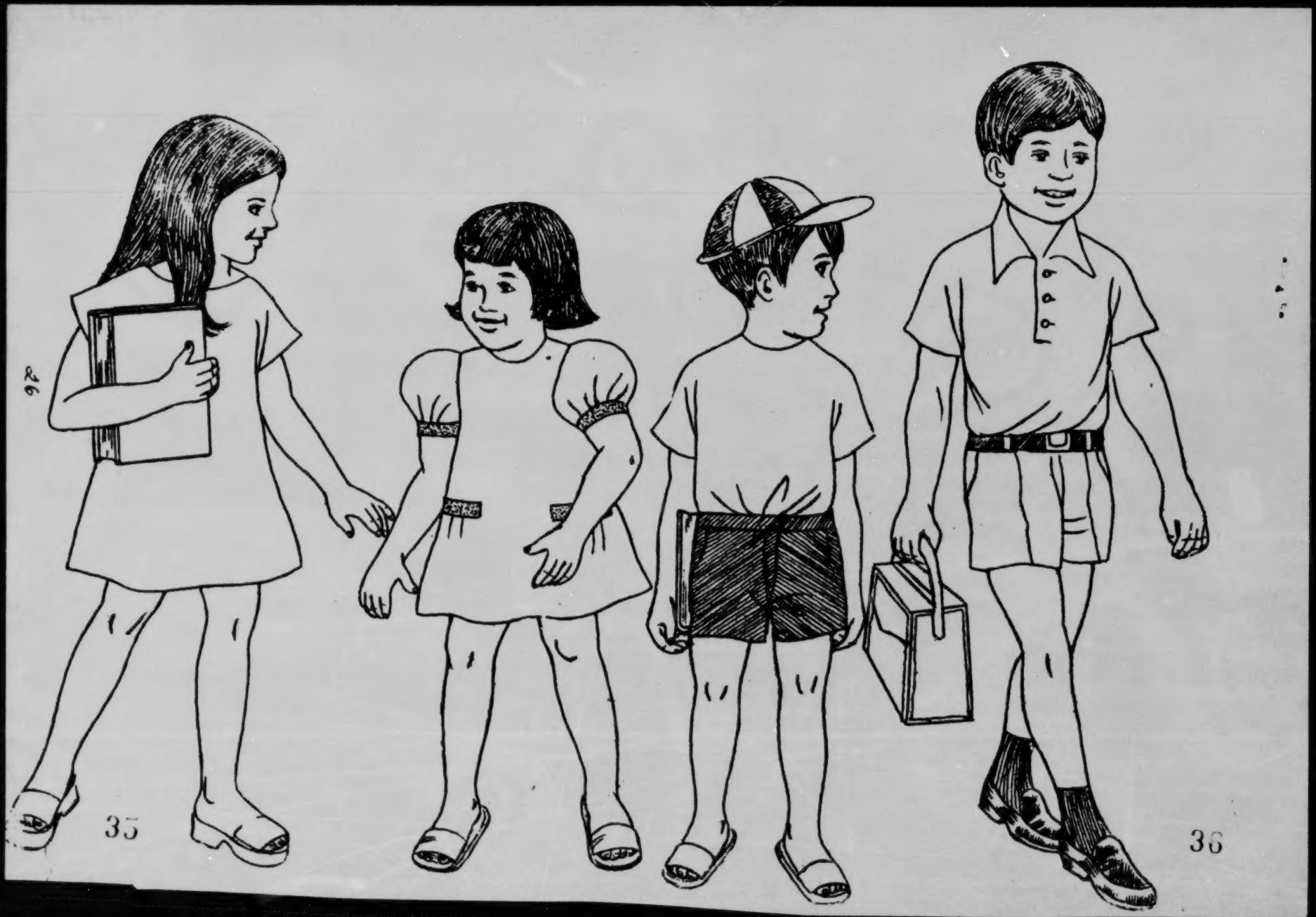
Baby

Baby Tina

3 yr. old
Tina

5 yr. old
Raul

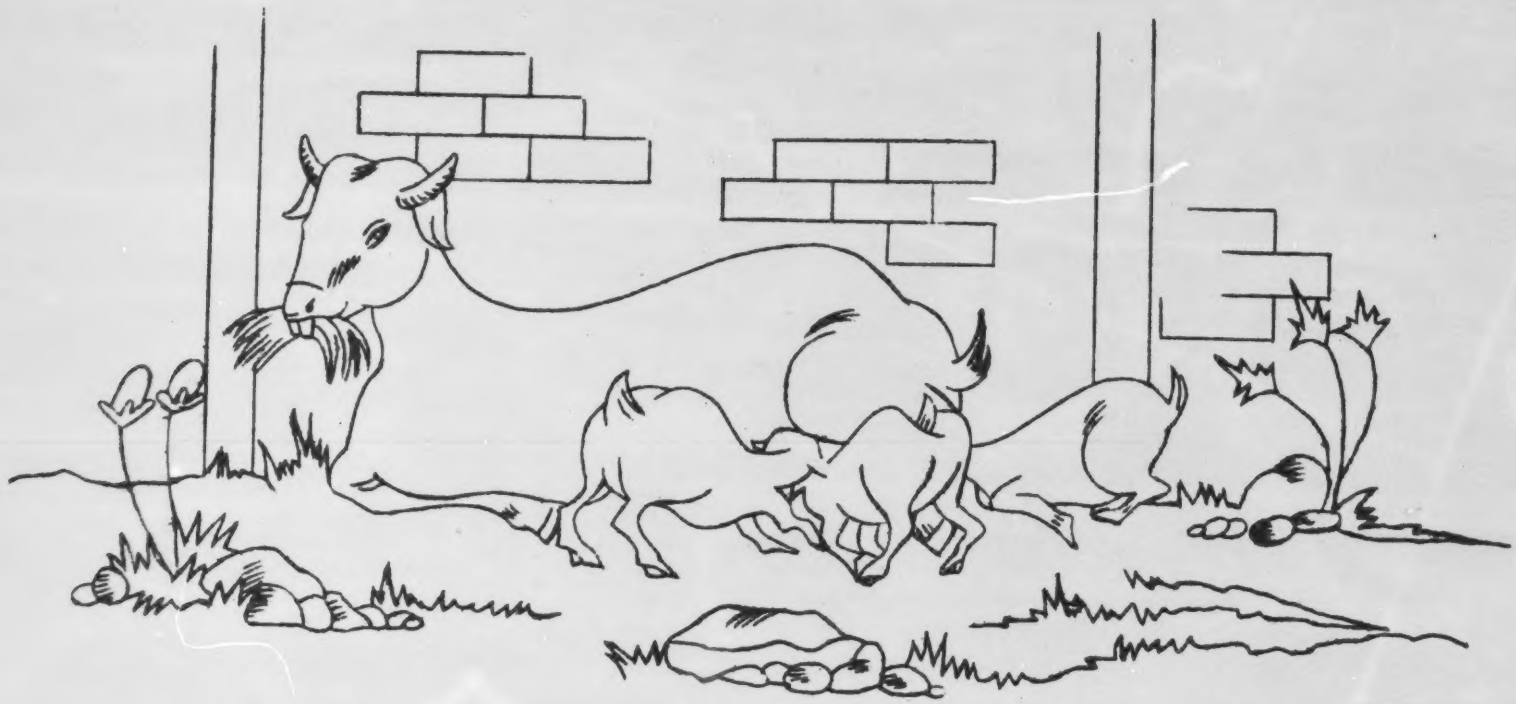
2 yr. old
Raul


35
36

27

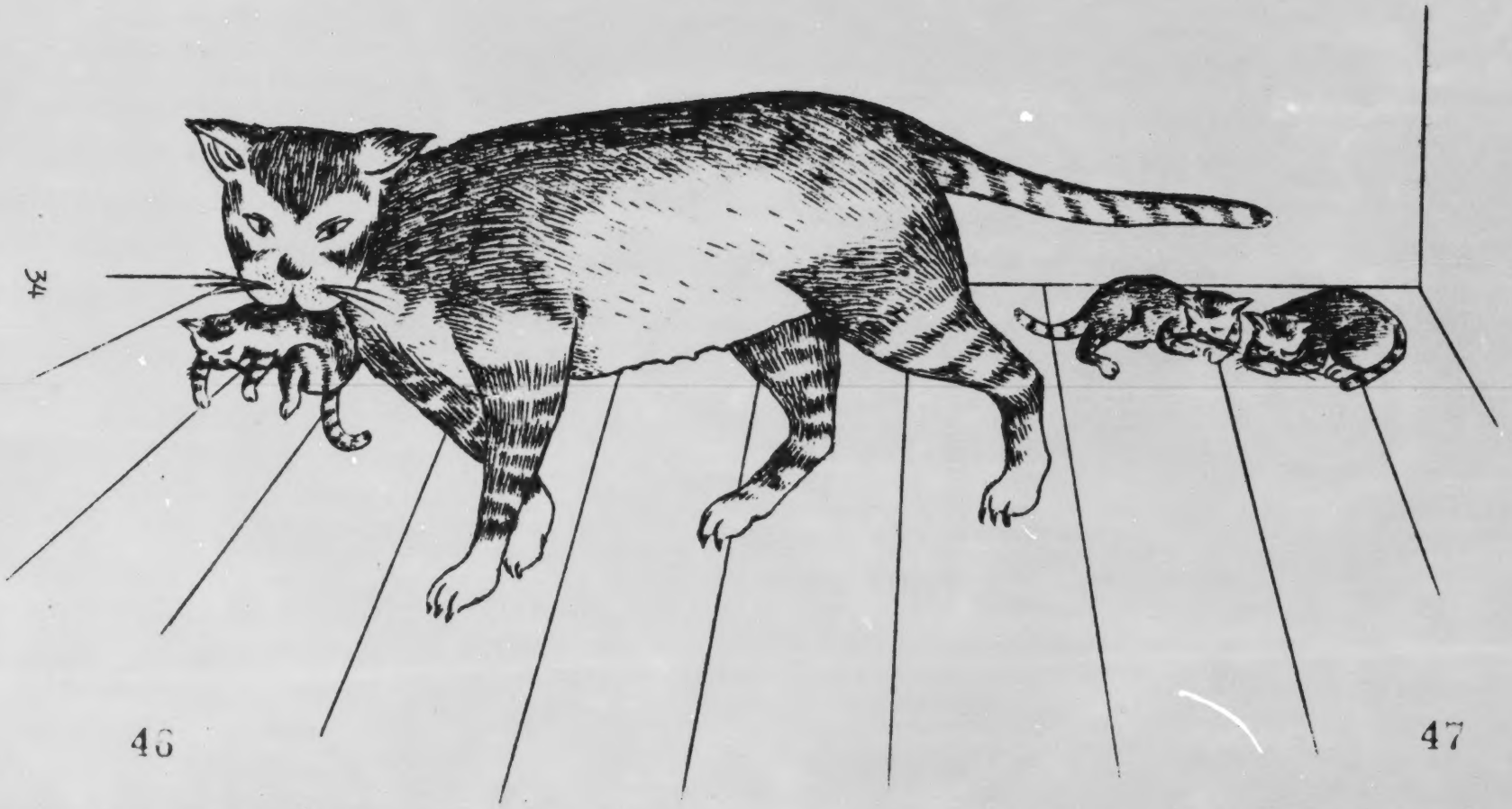
POST NO BILLS
OPEN
8AM-8PM

32



44

45



46

47

A POPULATION EDUCATION SUB-UNIT

GRADE II - POPULATION AND POPULATION CHANGE IN SCHOOL

Conceptual Theme: The Community Around
Major Concept: Culture - (Based on the old scope and sequence)
Sub-Concept: Change - Social and moral change (Based on the new scope and sequence)
Generalization: Population differ in size and in composition.
Suggested Time Allotment: 5-6 days

OVERVIEW

This sub-unit should guide the teacher in assisting the second-grade pupil (1) to acquire some basic concepts of population; and (2) to improve his skills in observing, classifying, analyzing, symbolizing, comparing, organizing, synthesizing, making inferences and decisions, generalizing, communicating; and above all, in working with groups, in order to enable him to validate, enrich and apply those concepts even long after he has left school.

There are two main topics covered in this unit: namely, (1) population and (2) population change. These topics are subsumed under the general topics Demography and Determinants, respectively, in the curriculum content outline of the Population Education Program (PEP).

The whole unit may be covered in approximately 5 to 6 class periods.

The two important features of the unit are the emphasis on pupil activity and the developmental sequence of the activities.

In Lesson 1, the use of riddles in the opener sets the pupils' minds for the activities that follow. Since riddles are one type of generalization, using them as springboards for discussion is equivalent to the deductive-inductive approach to learning, i.e., proceeding from wholes to parts and back to wholes throughout the unit.

Activity 1 in Lesson 1 calls for the skill in classification. It is presumed that, before taking up this part of the lesson, the skill in classifying has been reviewed or taught in either Science, the Language Arts or Social Studies even as early as the first grade.

It should be noted that simple generalizations (those enclosed in long boxes) are found in that part of the activity where they are arrived at. The last phase is underscored to emphasize that "teaching is not telling pupils the answers," but rather challenging them to think, decide, and come up with the answer through a series of meaningful activities and situations and through a hierarchy of questions.

It would be superfluous to state that, since the teacher should not expect the pupils to come up with a general idea after exposure to only one situation, there are several activities and situations before the summing up of related ideas in a lesson. These activities are merely suggestive and, therefore, allow for modification and enrichment by the teacher and pupils.

The poem "Maraming Tao sa Maliit na Mundo" in Lesson 2 is included here to serve as a springboard for the activities that follow. Therefore, it may be taught in the Language Arts period.

As mentioned earlier, this unit in population education engages the pupils in a lot of inquiry activities, of going through the process of stating the problems or asking data questions, formulating tentative answers to questions, gathering and organizing data, reporting and interpreting data, checking tentative answers, and stating general or related ideas. In Lesson 3, the pupils should be challenged into going through the inquiry process and, if they show the "want to do it but don't know how" attitude, then, by all means, they should be taught how to learn. One of the major stresses in the teaching of social studies is "teaching children how to learn."

All of the activities are so planned as to assist the pupils to arrive at general ideas at the end of the lesson.

In lesson 4, the opener activity of actually tracing and cutting out the outline figure of a pupil in the class is one technique for establishing a concrete and meaningful basis for the use of symbols and for interpreting any population pictograph later.

In Activity 1, the children "catch" the attitude of being observant and sensitive to change in the world about them. They learn through this activity that the process of change can be symbolized, interpreted, and communicated. This activity should help them improve their ability to symbolize and to do some related abstract thinking such as the interpretation of population change on the pictographs.

If this unit is taken up before the teaching of graphing in Mathematics, then the concept of graph, picture graph or pictograph should be developed.

The communication situations, i.e., simulated radio patrol and television programs used in reporting data are only suggestive and may be either modified or changed to situations more familiar to the children.

In an atmosphere of purposeful play, the children go through the inquiry process to the summing up of ideas at the end of the unit.

I. OBJECTIVES

A. General

1. Characterize a human population* - its class or group, place, size, and composition.
2. Realize that a population can change in size.
3. Develop the inquiry process.

B. Specific

1. Discuss what a human population is made up of.
2. State that a human population may be made up of many smaller groups of people.
3. Describe some characteristics of a human population.
4. Explain that a population can change in size.
5. Improve one's ability to:
   a. classify data.
   b. analyze and compare data.
   c. make inferences or conclusions based on data gathered.
   d. gather, organize, and interpret data.
   e. summarize or arrive at a central idea based on interpretation of data.
   f. work in a group.

---

* Note to Teacher: There are different kinds of population. However, human population is the stress in this unit.

II. CONTENT AND MATERIALS

A. Content

In terms of topics

1. What a Human Population Is
2. Sub-groups in a Human Population
3. Characteristics of a Human Population
4. Changes in Population Size

In terms of related ideas

1. A human population is made up of people.
2. A human population may consist of smaller groups of populations.
3. A human population may be composed of young people or old people or both.
4. A human population may be either male or female or both.
5. A population may be big or small.

B. Materials

- colored pictures or magazine and newspaper clippings of people in different groups, of different numbers and ages, in several places, and engaged in different activities (See suggestion in Activity 1 of this lesson.)
- flannel board/pocket chart combination

III. DEVELOPMENT (Activities)

Lesson 1
(1 day)

A. Objectives

1. Tell what a human population is made up of.
2. Analyze and classify pictures of people.
3. Form simple conclusions based on data gathered.

B. Content: What a Human Population Is

C. Suggested Procedure

Opener

1. Guessing Riddles

Children, how would you like to give and guess some riddles today? Let me begin.

In the morning it crawls on fours,
At noon it walks on twos,
In the evening it walks on threes.
What is it? (Man)

(Tagalog version)

Sa umaga, apat ang paa,
Sa tanghali, dalawa,
Sa gabi, tatlo. Ano ito? (Tao)

Now, it's your turn. (Two or three more short riddles from the pupils will do to set their minds for the last one below.)

May I give the last riddle? (Have the riddle written on a piece of manila paper.)

Sometimes it's young, sometimes it's old,
It's either male or female or both,
It becomes big, it becomes small,
It becomes one, or none at all,
It's here, it's there,
It can be everywhere.
What is it?

(Entertain several guesses. Do not give the answer.)

Let's put this riddle aside. You might be able to guess it right after we have finished our lessons during the next several days.

(Keep the riddle covered until the end of the unit.)

Development

Activity 1

I have here some pictures. I'll show them to you one at a time. Look at each picture very well. Be able to tell what you see in each picture. (Be sure that each picture shows a large number or group instead of two or three only.)

babies	priests
soldiers	patients
vendors	people
farmers	children
nurses	old men
doctors	old women

What do you call all those that you saw in the picture? (People) We have another name for people. Who can tell us what it is? (Population)

If nobody can answer, give a clue. Say that it starts with a p and ends with an n.

Can you think and tell of other populations? (Population of fishermen, carpenters, athletes, etc. or human population)

Activity 2

What did we talk about every time we said the word population? (People) What kind of a population are people? (Human population) Now, can you give a statement about a human population?

A human population is made up of people.

Lesson 2
(1 day)

A. Objectives

1. State that a human population may be made up of many smaller groups of people.
2. Classify information about a human population.
3. Work in a group.
4. Give reports.

B. Content: Sub-groups in a Human Population

C. Suggested Procedure

Opener

Activity 1

Let me read to you a poem. Close your eyes. Try to remember the pictures you see as I read the poem.

Maraming Tao sa Maliit na Daigdig

Sa bahay, sa paaralan, sa mga simbahan,
Sa mga palengke saka gusaling pambayan,
Tingnan ang populasyon at nangagsisiksikan!

Sa kalye at bangketa, opisina't pabrika,
Sa mga nayon at bayan, sa lungsod lalo na,
Naku! Kayraming tao, magbilang na nga kita.

Isa, tatlo, lima, sampu, sandaan, sanlibo,
Milyun-milyong mga tao, ako'y nalilito,
Pagka't sila'y nagkalat sa lahat ng dako.

Maraming matatanda nguni't higit ang bata
Sila'y babae't lalaking pawang nakatira
Sa maliit na daigdig na lubhang sikip na.

Crowded Small World

In church, in school and in the homes
In market places and municipal halls
People, people, milling, crowding all along.

On the streets and sidewalks, factories, offices and all
The villages, the towns, the cities big and small
People are crowding, let's count them all.

One, three, five, ten, hundreds and thousands
Millions of people, causing confusion
Scattered here and there, oh, they're millions

Too many old folks, but children are more
Both male and female, living in a world
A small and crowded world.

Activity 2

What pictures did you see in the first stanza? (Read the whole poem again; this time, stanza at a time, asking the guide question again. List down pupils' answers in two columns.)

Column A	Column B
house	one
school	three
church	five
market place	hundreds
municipal hall	thousands
etc.	million

The poem tells about two things. Can you tell what they are? (Do not tell pupils the answers, rather help them arrive at them.)

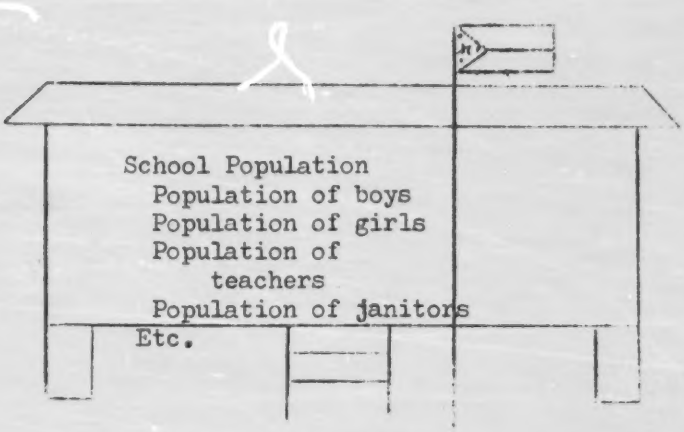
What do all of these words listed in Column A tell about? (Places) And those in Column B? (Number of population).

Development

Activity 1

We have different kinds of population. Thus, we say school population, market population, church population, town population, etc. Will you name the rest? (Fire station population, movie population, hospital population, etc.) Can you think of other places and populations not mentioned in the poem?

What smaller groups of people do you find in a school population? (Write the children's answers on the board. To make it more interesting, draw an outline figure of a school.)



Activity 2

Would you like to divide yourselves into groups of five? Choose a group leader and a group reporter. The leader sees to it that each of you help the group think, discuss, and decide. The reporter records and reports to the class on the work of the group. Therefore, a group has to have a leader and a reporter. All of you must think hard. Is that clear?

Now, for your first group work, you are to choose one of the following population and to make a list of the smaller populations that are likely to be in it. Please indicate your choice now, so that no two groups will work on the same population.

mosque population
market population
hospital population
factory population
restaurant population
theatre population

Each group will have more or less 10 minutes to think, discuss, and decide, and another five minutes to present its work to the class.

If possible, encourage all groups to present work in a variety of interesting ways, e.g. pantomime, rhyme, story play. If they cannot do this, have each group give an oral report of its work.

After the different groups have presented their work, ask the following question to sum up the preceding activities.

Of what may a human population be made up?

A human population may be made up of many smaller groups of population.

Lesson 3
(1-2 days)

A. Objectives

1. Describe some characteristics of a human population.
2. Ask questions about a human population.
3. Gather and organize data on human population.
4. Analyze and compare data on human population.

B. Content: Characteristics of a Human Population

C. Suggested Procedure

Activity 1

Let's study the school population, but only with our classroom first. What do you call the population in this room? (Class or Grade II Population) Count and write the number opposite each.

Population of boys	25
Population of girls	20
Teacher	1

Now, let's look at our information very well. Which population is bigger, the girl's or the boy's? Which population is smaller? How do you find the size of all the populations in this room? Let's do that.

Class Population 46

Activity 3

a. Would you like to study other populations in this school? Let's try the population of the room next door, the grade I room, the grade VI room, the principal's office, the shop, and the Home Economics class. Since you cannot all go to these places at the same time, I suggest that you divide yourselves into five groups.

b. Stating the problems

What information do we want to get? (What population and/or smaller groups of population are found in the room? What is the size of each smaller group of population in the room? What is the size of all the populations in the room?)

c. Formulating tentative answers

Let us give tentative answers to our questions before getting the needed information. Let's write on the board your tentative answers.

1) In the room next door, are the following:

Population	Size of Population
Population of boys	20
Population of girls	24
Teacher	1
Class Population	45

2) In the Shop, are the following:

Population	Size of Population
Population of boys	25
Teacher	1
Class Population	26

d. Data gathering and reporting

Arrangements should have been made previously with the principal and the teachers concerned to allow the pupils to gather data during the period that the unit is being taken up. Remind the children of the information or data that they are going to gather. Each group might list down on a piece of paper the information that it would like to gather from each room. In this connection, each group should select its group leader and group recorder - the leader or chairman to be the spokesman of the group and the recorder to write the information that they will gather. Discuss with the pupils also the proper behavior that they should observe and the procedure that they will follow while gathering data.

> What should you do when you first enter the room where you are supposed to gather your needed data? (Greet the teacher and pupils. Tell the teacher why our group is there. Show the teacher a short note from you.) How should you behave while in the room? How will you gather your data or information? (We will ask the teacher for the data or we will observe and count the population and/or smaller groups of population in the room.)

Come back in about five minutes so that you can report your findings.

When all the groups have come back, proceed with the following discussion.

> Make believe that the people in our barrio or town want to know the population of boys and girls in each of the five rooms where you went. Would you like to announce your populations and their sizes over the radio? Let's make believe, then, that we are announcing through five Radio Patrol units. Let me be the Central Radio Station Announcer. Let's begin. Fellow citizens, you are listening to Radio Patrol Grade II, Section _____.

Pip, pi.....p!

Come in, Radio Patrol 1.

The class should previously agree that the group chairman or recorder will have only two or three minutes to do the reporting. Each group report may be like the following:

This is Radio Patrol 1 (corresponding to group 1) reporting. From the room next door, we got the following information:

Population of boys	25
Population of girls	22
Teacher	1
Class Population	48

e. Checking tentative answers and the data reported

Compare your tentative answers and the data reported to find out whether the former are the same or not as the latter.

Next, compare the data on the different rooms. "Which has the smallest population? Which has the biggest? Which population is made up of girls only? Of boys only? Of both boys and girls? Of young people only? Of old people only? Of both young and old people?

f. Stating general ideas

Review the related ideas arrived at in Lessons 1 and 2.

What did we say is a human population?

A human population is made up of people.

A human population may be made up of many smaller groups of people.

What else can you say about a human population according to what we have learned in our lesson?

A human population may be either male or female or both.

A human population may be made up of young or old people or both.

A human population may be big; it may be small.

Lesson 4
(2 days)

A. Objectives

1. Tell that a population can change in size.
2. Symbolize information on population.
3. Construct and interpret a pictograph based on population.
4. Analyze and compare population change.
5. Arrive at simple conclusions.

B. Content and Materials

Content: Changes in Population Size

Materials: Colored paper cutouts of boys and girls and men and women; pocket chart

C. Suggested Procedure

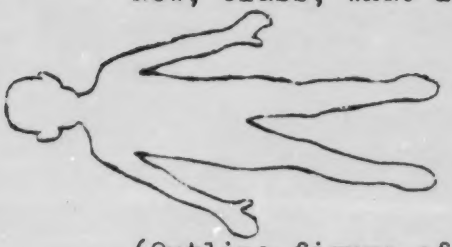
Opener

In this lesson, children, we shall be learning more about populations of real people: you and me and other pupils and teachers. In our discussion, we'll be needing a lot of pictures. But then, we cannot afford to have hundreds or thousands of pictures of ourselves and of all the populations in the school. So, we'll be using cutout figures only. Let me show you how we make cutout figures of people.

(Choose the shortest boy in class, so that you can trace him from head to foot on a large sheet of manila paper or newspaper sheets pasted together.) Daniel, please come to the front. Class, who do you see? (Daniel.)

Request the boy to lie flat (prone position) on a large sheet of manila paper or old newspaper or to stand against the large sheet of paper taped to the wall. Trace the outline of his figure.

Now, class, what do you see?



(Outline figure of Daniel.)

Is this Daniel? (No.)

Of course not, this is merely the outline of his figure.

That was interesting, wasn't it? But here's something for us to think about. As I said, we shall be learning about many populations in our school. Can we possibly make and use figure cutouts, this big, for everyone of us and every pupil and teacher in this school? Why not?

Have the pupils discuss and make a decision. They may give comments, like the following:

"They're very large. Can't arrange them on the flannel board and pocket chart."

"We can place them on the blackboard, but still the space is not enough."

"No, not even if we use all our walls, floor, and ceiling."

"Well then, will you suggest what we can do? (Use smaller cutout figures.)

Yes, like this one so that we can arrange it on a graph this way. (Uncover the graph similar to the one below.)

Development

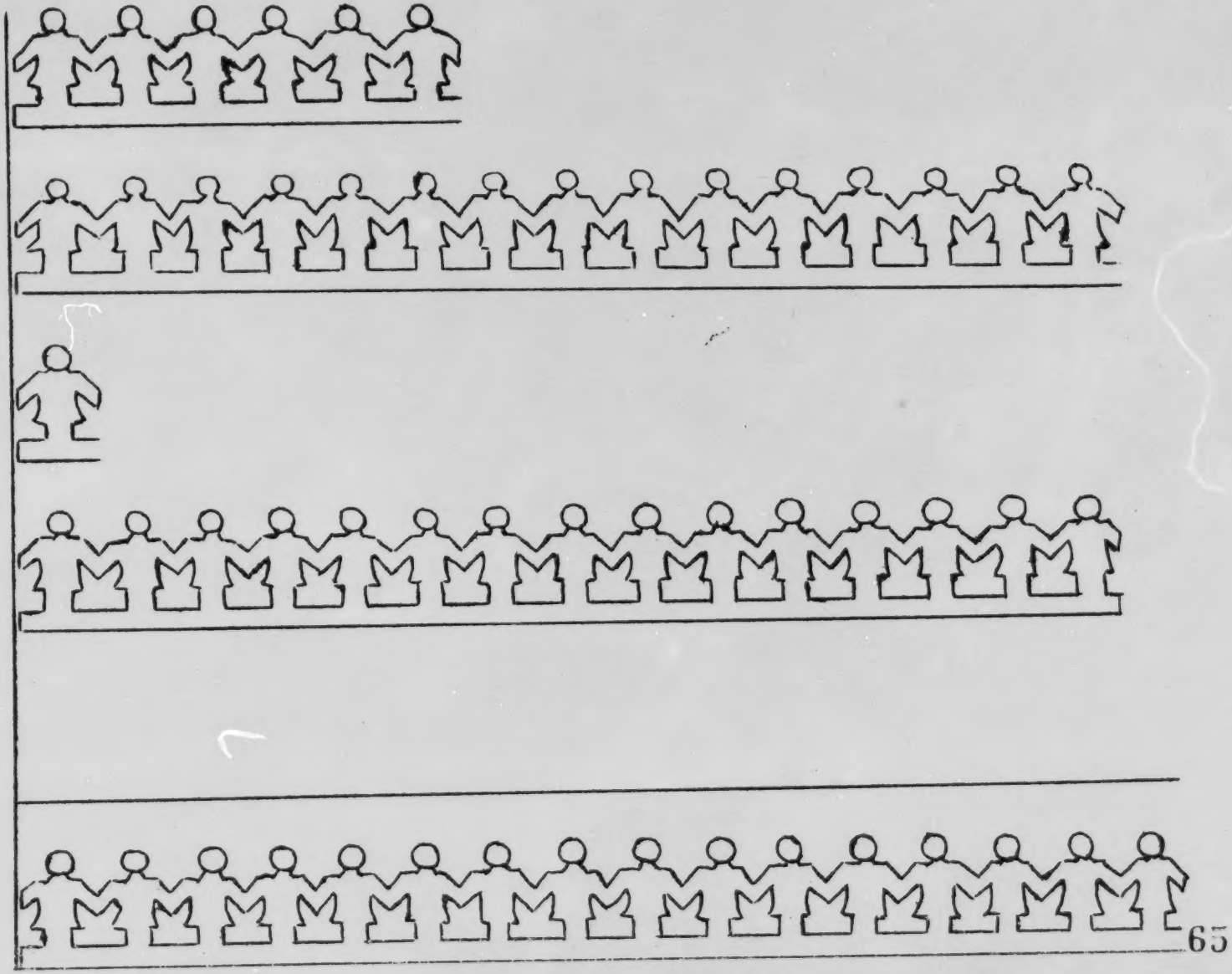
Activity 1

Children. I'd like to tell you that I did some observing in this room for the whole day yesterday. I recorded my observation in a picture graph or pictograph for short. I used cutouts to make the pictograph. Here is the pictograph. (Uncover the enlarged copy of the pictograph on the next page.)

What did I observe yesterday? Will you read what are written on the left side of the graph? What are they all about? (Time) Can you tell what one figure cutout stands for? (Yes, one person). Who can give a title to our graph? (Population Size of Our Class at Different Times of the Day) Write it at the bottom of the graph.

Let's continue reading the pictograph. Before class began and that was 7:00 yesterday, what was the population size in this room? (Six) Yes, that was when five pupils came in here to help me clean the room. What was the population size when class began at 8:00? At 9:20? Who do you think was left in the room? At what time was the population size zero? Why? Was the class population in the morning the same as that in the afternoon? Which is bigger? Smaller? Why do you think it was bigger in the afternoon?

(Note to the teachers: This is only an example of a pictograph. Show the actual population size of your class.)



Population Size of Our Class at Different Times of the Day

BEST COPY AVAILABLE

Activity 2

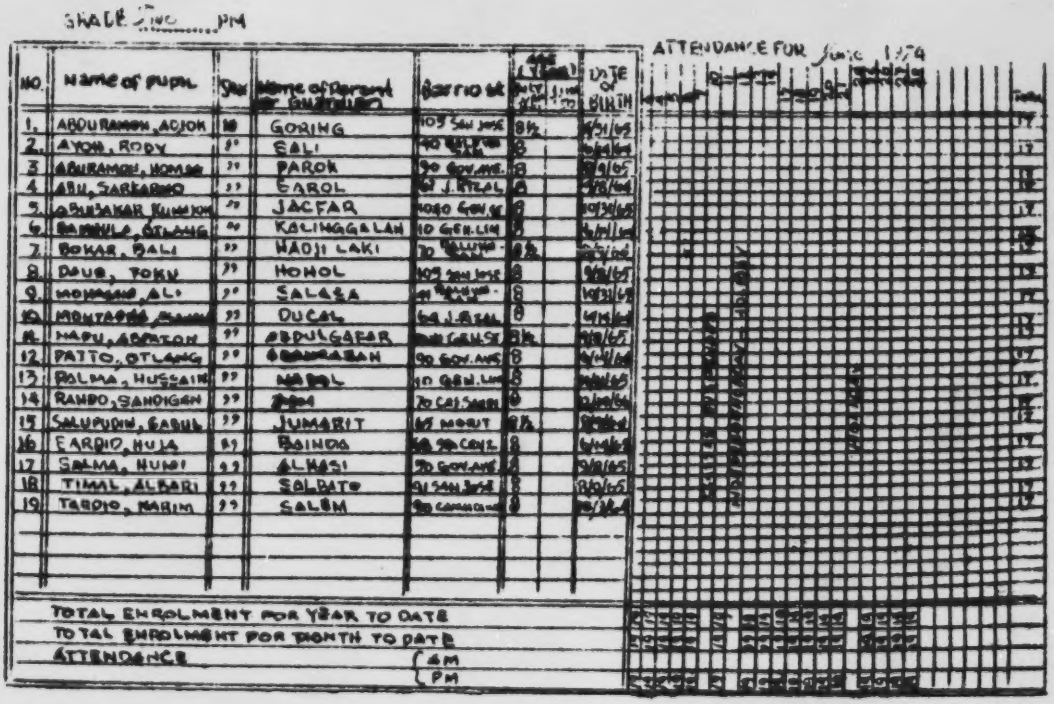
Let's look over the graph once more. Did the population in this room remain the same throughout the day yesterday? (No.) Let's trace the sizes.

Call the pupils' attention to the pattern "Trace the pattern of chsnge in population size: 6... 13... 1... 13... zero ... 14... zero."

Activity 3

Show the pages of the class register where the pupils' names are written. Ask the pupils to guess what's in those pages.

Yes, these are the lists of names of boys and girls in our class.



SHALE ..... PM

ATTENDANCE FOR June 1974

NO.	Name of pupil	Sex	Name of Parent or Guardian	Barrio	Age	Date of Birth
1.	ABDURAHMON, ACJOK	M	GORING	105 San Jose	8½	4/21/65
2.	AYOK, RODY	F	SALI	90 Gov. Mis.	8	9/9/65
3	ABDURAHMON, HOMAIN	F	PAROK	90 Gov. Mis.	8	9/9/65
4	ABU, SARIAMBO	F	SAROL	87 J. Rizal	8	5/8/64
5	ABUBAKAR, KUMUN	F	JACFAR	1040 Gen. Lim	8	10/31/65
6	BANDULA, OTLANG	F	KALINGGALAN	10 Gen. Lim	8	4/11/64
7	BOKAR, SALI	F	HADJI LAKI	70 Gen. Lim	8½	5/5/64
8	DOUD, TOKU	F	HONOL	105 San Jose	8	9/9/65
9	MOHAMAD, ALI	F	SALAGA	87 Rizal	8	10/31/65
10	MONTAGNE, MAMA	F	DUCAL	87 J. Rizal	8	4/11/64
11	NAPU, ABANTON	F	ABDULGAFAR	San Carlos	8½	9/8/65
12	PATTO, OTLANG	F	ABDURABAN	90 Gov. Mis.	8	9/9/65
13	PALMA, HUSSAIN	F	NABAL	10 Gen. Lim	8	9/8/65
14	RANDO, SANDIGAN	F	[illegible]	70 Calsada	8	9/10/65
15	SALUPUDIN, SABUL	F	JUMARIT	87 Mobut	8½	9/9/64
16	SARDIO, HUJA	F	BAINDA	88 90 Conz.	8	9/9/65
17	SALMA, HUNDI	F	ALHASI	90 Gov. Mis.	8	9/8/65
18	TIMAL, ALBARI	F	SOLDATO	91 San Jose	8	8/30/65
19	TARDIO, MARIM	F	SALEM	90 Commonw.	8	9/10/64

TOTAL ENROLMENT FOR YEAR TO DATE

TOTAL ENROLMENT FOR MONTH TO DATE

ATTENDANCE { AM / PM

Ask a boy to read the boys' names from the register while the rest listen. Then have a girl read the girls' names.

Can you tell what population information we can get from a register? (Population size of boys and girls in a class) Is it easy to get these data or information? (Yes.) Why? (The names are numbered. You only have to read the last number in the list of the boy's names and that in the list of the girls' names.)

Every class in this school has a register. In this pile are the registers of all section ones of each grade in our school this year. In that pile are the registers of all section ones last year. (Borrow these class registers beforehand from the respective teachers and/or from the principal's office.)

Take a brief look at the class **registers.** Find out if what you said is true and correct. (Distribute the registers. Ask pupils to verify their answers.) Find out also what additional information you can get from a class register. Now, read the following information from a class register: grade, section, population of boys, and population of girls. Kindly return the registers now.

Activity 4

Would you like to compare the section populations of each grade this year and those of last year? Since there are six (seven in the case of some schools) grade levels, divide yourselves into six (seven) groups. You may now choose the grade you wish to work on.

Before you start working, let us determine the data that you will need when you compare the population of a section this year and last year's.

The class can state these data in the form of questions.

1. What was the population of boys/girls in Grade I, section one, last year?
2. What is the population of boys/girls in Grade I, section one, this year?
3. Is there a change in the population size?
4. Is the population this year the same as that of last year's? Or, is it bigger/smaller?

You may now get the registers for your grade. Your group has only five minutes for this activity. Be sure to elect your group leader and your recorder.

After five minutes, proceed with the following discussions:

Would you like to report on your work now? Your leader or your recorder may give the report. The Grade I group may give their report first.

The report may be given orally. The group report may be similar to the following:

The Grade I, section one, population last year was 21 boys and 22 girls. This year, the population size is 26 boys and 20 girls. There's been a change in the population. It increased this year.

Summing Up

Ask questions to help the children arrive at simple conclusions.

If a population can increase or decrease then what can happen to the size of a population?

A population can change in size.

Let's review the related ideas you arrived at in the previous lessons. (Write them on the chalkboard.) What big generalization can you make out of these related ideas?

Populations differ in size and in composition.

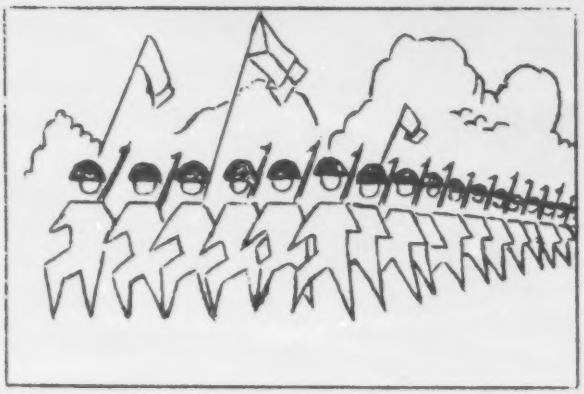
Let's go back to our riddle in the beginning of our unit. (Uncover the riddle presented in the opener of Lesson I.) Can you guess our riddle? (Population.) Did you guess it right at the beginning?

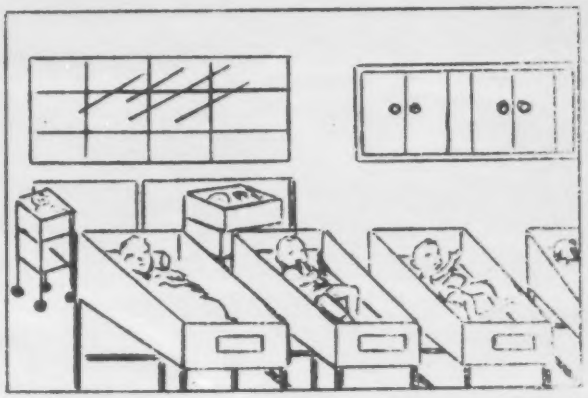
IV. Evaluation:

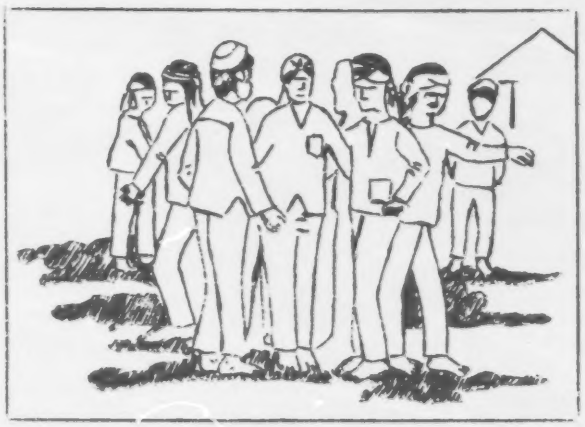
This is a written evaluation. The picture used during the presentation of the lesson maybe used in the evaluation. This is only suggested if it is not possible to prepare another set of pictures for the evaluation. The pictures should be arranged on the blackboard ledge and a corresponding letter or number be given to each picture.

Directions: Read the directions for each item.

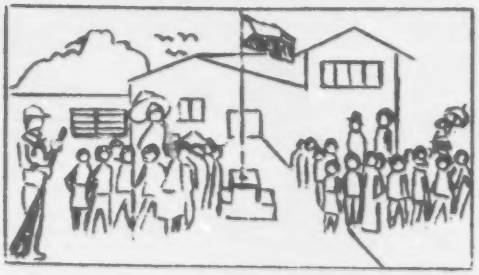
1. Here are pictures of the different kinds of human population. Write below each picture the name of the human population presented.







2. Match the picture of the human population on the left with the words on the right.



bus

airplane

market

school

hospital

campus

3. Read the situation below. What characteristic of human population does the situation describe?

It is recess time. Children are hurrying to the school canteen. There are teachers in the canteen. There are sellers, too. The sellers in the canteen help the children choose the food.

a. Some people are old; some are young.
b. Some people are boys; some are girls.
c. Some people are farmers; some are soldiers.
d. Some people are big; some are small.

4. The table below shows the school population of Mariki Elementary School. Use the data given to answer the questions. Write the answers on the blanks before the number.

GRADE	BOYS	GIRLS	TOTAL	TEACHERS
I	20	20	40	1
II	19	21	40	1
III	20	16	36	1
IV	15	15	30	1
	74	72	146	4

____ 1. What is the total male population?

____ 2. What is the total female population?

____ 3. Which population is bigger, male or female?

____ 4. What is the total school population?

____ 5. What is the teacher population?

____ 6. Which is the smallest pupil population?

____ 7. Which grade has the biggest pupil population?

5. Study the pictograph below and answer the questions about it.

Put a circle around the correct answer.

7:00 o'clock A.M.
8:00 o'clock A.M.
9:20 A.M.
9:45 A.M.

a. What is the population at 7:00 in the morning?

(1) 15 (3) 5

(2) 10 (4) 2

b. At what time is the school population biggest?

(1) 7:00 o'clock (3) 10:00 o'clock

(2) 10:30 A.M. (4) 9:00 o'clock

c. At what time is the school population smallest?

(1) 7:00 o'clock (3) 9:00 o'clock

(2) 8:00 o'clock (4) 9:20 o'clock

Let's review the related ideas you arrived at in the previous lessons. (Write them on the chalkboard.) What big generalization can you make out of these related ideas?

Population differ in size and in composition.

Let's go back to our riddle in the beginning of our unit. (Uncover the riddle presented in the opener of Lesson 1.) Can you guess our riddle? (Population.) Did you guess it right at the beginning?

A POPULATION EDUCATION SUB-UNIT

GRADE III - POPULATION CHANGE IN THE COMMUNITY

Conceptual Theme: How Man Lives andWorks

Major Concept: Culture (Old Scope and Sequence)
Change (New Scope and Sequence)

Sub-concept: Physical Change

Generalization: The population of the community changes because of birth, death, and migration

Suggested Time Allotment: 5 class periods

OVERVIEW

This teaching unit covers three topics - birth, death, and migration. Its main purpose is to develop the pupils' awareness of these components of population change and to prepare them for the in-depth treatment of these aspects in the succeeding grade.

Population arithmetic counts births, deaths, and those who migrate. Each child born in a community adds one to its population; each person who dies, subtracts one. There are basic understandings for a grade-three child's population awareness. This is his first introduction to the concept of migration on the community level. For a beginning, the ideas of movement and of people moving is presented in a simple manner. In grade four, migration will be discussed in detail. This unit treats internal migration only - specifically, barrio to town and city to town.

The unit is started by an opener - two stories depicting the motivations of people for moving. The stories give two patterns of migration - from barrio to town and from city to town. Of course, the patterns are not taught as patterns. Neither are the terms, push and pull factors of migration. But just the same, pupils are introduced to these important aspects of migration early enough to facilitate the detailed treatment in the next grade.

The tables, which the pupils will make with the help of the teacher, show how birth, death, and migration as components of population change relate to their own families. Thus, the components become more easily understood and the implications become more real and felt.

BEST COPY AVAILABLE

Although it appears in the lessons that the question-and answer method is used, a careful scrutiny will reveal that the questions are sequential and of the high-level type which require reasoning and deliberation instead of mere recital of facts. The teacher is admonished not to "tell" and lecture but to draw out and elicit, even if this means a long process. For in truth, the discovery approach is not only a particular method which lends itself to science teaching but also to the art of questioning which enables the pupils to arrive at and to 'discover' the answers.

Stories as openers have a perennial and universal appeal. With the help of attractive pictures, they become more effective and create lasting impressions on the imagery so much so that whatever they wish to project is successfully accomplished.

The evaluation at the end of the unit is a pencil-and-paper test. Questions A, D, and E are "value" questions. Whichever the pupils choose should be considered correct. The answers would give the teachers an insight into the pupils' sense of values and attitudes that the unit hopes to achieve.

I. OBJECTIVES

A. General

Acquire an understanding of the basic components of population change.

B. Specific

1. Knowledge and Understanding

a. Give some reasons why people migrate.
b. Tell where people migrate.
c. Discuss how migration results in overcrowding in some places.
d. Explain how birth, death, and migration affect the size of the community.
e. Explain that birth and death affect population size more than migration does.

2. Abilities and Skills

a. Get necessary information from stories.
b. Analyze and interpret data from tables.
c. Form intelligent conclusions after careful deliberation.

3. Attitudes and Values

a. Recognize some of the motives of migration.

II. CONTENT

A. In terms of topics

1. Reasons Why People Migrate
2. Directions or Patterns of Migration
3. Effects of Birth, Death, and Migration on the Household and on the Community

B. In terms of related ideas

1. People have many reasons for migrating to and from a place.
2. The population of a community increases due to birth and in-migration.
3. The population of a community decreases due to death and out-migration.
4. Some people migrate from barrio to town or from city to town and vice versa.
5. Some communities tend to attract more people than others do.
6. Some cities, like Manila, are overcrowded because many people from the provinces go there to study or to find work.

III. DEVELOPMENT (Activities)

Lesson 1

A. Objectives

1. Give some reasons why people migrate.
2. Tell where people migrate.

B. Content

1. Reasons Why People Migrate
2. Directions or Patterns of Migration

C. Suggested Procedure

Opener

How many of your families are thinking of moving to another place to live? Where do you plan to move? Why? Today, I shall tell you two stories about families that moved to other places to live there. Find out why they moved.

Tell the following stories. In case there are difficult words, unlock them first before starting the storytelling. To make the stories more interesting, provide pictures to go with them.

Story 1

Apu Jundam was a farmer. He lived far from town with his six children.

One day, Apu Jundam told his family, "It is time for us to move. I would like to try another job besides farming. Let us go to my brother in town. He is giving me a good job in his restaurant."

Babu Halima answered, "I'm afraid to leave the farm. Besides, we have many friends here."

"That's true," said Apo Jundam. "But my brother needs me in his restaurant. There, I can have a steady job. Besides Hussin will be in the High School next year. If we stay in town, then we will be together.

Soon afterwards, the family was on its way to the town.

Story 2

Doro brought his family to Manila. They lived in the crowded slum district. What Doro could earn as a stevedore was not enough to meet the needs of his family of five.

One day his eldest child got sick. When Fatima brought the child to the Health Office, she was told that the child needed air and good food.

When Doro came home that afternoon, Fatima asked him, "Can we not do anything for the child? I am afraid he will die if we stay longer in this place."

Doro did not answer. He was also tired the whole day working at the docks. Like his son, he was getting very weak.

"Perhaps it would be better for us to go to Cotabato," suggested Fatima one day. We'll have a lot of fresh air there. The open fields will be a good playground for the children. I'm sure the children will have a lot fo good food."

"Do you think your parents will forigve us?" asked Doro.

"Don't worry. I'm sure they will welcome us. Our children are their only grandchildren. They will love our children," explained Fatima.

"In that case we will go to Cotabato. I will help Father in the farm," Doro said.

Something to talk about.

Compare the two families in the story. Why did Apo Jundam think of migrating? Why did Fatima decide to leave the city? Where did the family of Apo Jundam live? Doro's family? Why did Doro's family leave the city? Will you think of migrating if you were a member of any of these families? Why? Why not? Give Mang Doro and Apo Jundam's reasons for moving to another place?

Summing Up

What important ideas have you learned today?

a. People migrate to other places to look for work.
b. People migrate to other places to avoid crowding.
c. People migrate from barrio to town or from city to town.
d. People have many reasons for migrating to and from a place.

Lesson 2

A. Objectives

1. Justify one's choice of a place to live in.

   a. State the effects of migration on the communities moved into and those left behind.
   b. Discuss the effects of overcrowding in some places.

2. Make and interpret a table on migration.

   a. Supply the information asked for in the columns of the table.
   b. Answer questions about the table.

B. Content: Some Effects of Migration on a Community*

---

*The term community may apply to a poblacion, a barrio, a town, or a city.

C. Suggested Procedure

Opener

Who among you did not live in this community* before? Why did you leave your place? Why did you move to this community?

Development

Make a table on the chalkboard with the following columns:

Family	No. of Members	Reasons for Leaving	From Where
(Garcia)	(8)	(To find work)	(Barrio)

Fill in the columns in this table with the information gathered from the pupils who have moved into the community. When the table is filled in discuss it in the following manner:

What is the most common reason for moving? Where do most of the families come from? When people move out of a place to live in another place, what happens to the number of people where they move into? To the number of people in the place which they leave?

To clarify this further, add the number of members in the column.

How many people were added to this community according to this table? How many people were deducted from the population of the community which they left? Was there a change in the population of the communities because of this moving out and moving in of people? The moving in of people to live permanently in a place within the country is called in-migration.

The moving out of people to live permanently in another place within the country is called out-migration.

In order that pupils may visualize this better, see illustration on page 72. Show the houses on the flannel board. Say:

Let us pretend that these are the houses in this community. Let us put in the number of people living in each house.

Have the pupils who have migrated add their houses with the numbers of members on them to the group of houses on the flannel board.

Did the number of people in this community increase? By how many? If these families would move to another place (remove the numbers from five of the houses) would this affect the number of people living in this community? By how many? What can you say about the moving in of people into communities? About the moving out of people from communities?

In case the number of migrants among the pupils is not enough to justify the accomplishment of the table, assign some capable pupils to inquire from the other grades or from other classes, the number of migrant pupils, the place which they left and the reasons for moving. Then the reports should be given and entered in the columns of the table.

Show a picture of a crowded city like Manila but preferably the city nearest the place.

Why are there many people in the city? Why do many people go to the city? What happens to the population of the city because of this? Would you like to live in an overcrowded city like Manila? Why?

Summing Up

What did you learn in today's lesson?

a. The moving in and the moving out of people affect the number of people in communities.
b. The moving in of people results in overcrowding in some places.

Lesson 3

A. Objectives

1. Explain that birth and death affect the population size of a community.

   a. State that if there are more births than deaths in a given period then population will increase.

   b. State that if there are more deaths than births in a given period then population will decrease.

B. Content: Effects of Birth and Death on Population Size

C. Suggested Procedure

Opener

Show a picture of a hospital nursery. (Page 73).

Look at these babies. They were born in our hospital _____. (Mention the name of a hospital in the community if there is one.) What can you say about these babies? Would they affect the number of people in our community? How?

In case there is no hospital in the locality, show a picture of a midwife bathing a new-born baby. Ask suitable questions.

Show a picture similar to the illustration on page 74.

What does the picture show? Has anybody died in your community recently? Did the death of this person affect the number of people in the community? How?

Development

What happens to the population size of a community when children are born? When people die?

Draw out from the children examples to show that at present there are many more doctors, hospitals, health clinics, new and more effective medicines.

As a result of these, can you say that more people live longer now than in the past? Because of fewer people who die early how has the population size of our community been affected?

Have this table on the chalkboard. Write the title of the table and the different headings only. The entries are given to show you how the table would look.

What is the title of the table we are going to complete? Who are the members of your household? Are the members of your household the same members as your family? Why? What is a household?

Draw out the meaning from the children - "a household consists of all the persons who occupy a housing unit as a collectivity."*

Births and Deaths, by Year, in the Families of a Grade III Class

For the last Two Years	Family	Number of Babies Born	Number of People Who Died	Number of People Added	Number of People Subtracted
1973	Ibrahim 7	1	1	1	1

Ask each pupil the number of babies born and the persons who died in their families. Record these on the table. Then discuss the table.

Which adds to the number of people in your family? Which subtracts? What else do these number of births and number of deaths affect besides the number of members of your family? (Number of people in the community) What else would the births and deaths of the members of your family affect? (Number of people

*Donald Bogue, Principles of Demography, John Walkins and Sons Inc. 1969.

in the country) Compare the number of babies born in your families as shown in the table with the number of persons who died. Which is larger?

Summing Up

What ideas have you learned in today's lesson?

The pupils may come up with statements like the following:

a. Birth increases population size.
b. Death decreases population size.
c. Population size increases when there are more births than deaths in a given period of time.
d. Population size decreases when there are more deaths than births.

Lesson 4

A. Objectives

1. Relate the effects of birth, death, and migration on the population size of the community.
   a. State that birth and in-migration increase the population size of the community.
   b. State that death and out-migration decrease the population size of the community.

2. Summarize the important ideas learned in the lesson.

B. Content

1. Effects of Birth, Death, and Migration on Population Size

C. Suggested Procedure

What tables have we made since we started this unit? Today, we shall make a final table to include all three: birth, death, and migration.

Have this table on the chalkboard. The entries are for the teacher only to give him an idea on how the table would look.

Birth, Death, and Migration in Some Households in the Community

Household	Number of People in Family		Reasons for Change in the No. of Household Members			
	Last Yr.	This Yr.	Birth	Death	Moved In	Moved Out
Ibrahim	8	9	1	1		
Yusuf	9	11	1	1	1	
Mohammad	7	5		1		1
Hasim	5	7	2			
Total	29	32	4	1	1	1

Let us fill in the different columns in the table. Let us start with the Ibrahim Family. How many were they last year? (Write the number 8 in the appropriate column.) How many are they this year? (Write 9 in the appropaite column.)

Continue until all the columns are filled for the Ibrahim Family. Do the same for the other families. When most of the pupils have been called, get the total for each column.

Then have the pupils analyze the data shown in the table when completed. Then askethe following questions:

Which families have had births? How many babies were born in all? Which families have had deaths? How many deaths were there in all? In which households were there members who moved in? Who moved out? What was the change? Was there a great change in the number of members? How do you think this affected the population size of your community?

IV. STATING GENERALIZATIONS FOR THE UNIT

Can you tell us how birth, death, and the moving in and moving out of people affect the population size of the community?

1. Birth changes the population size of the community. Or, birth increases the population size of the community.

2. Death changes the population size of a community. Or, death decreases the population size of the community.
3. In-migration or the moving in of people increases the population size of a community.
4. Out-migration or the moving out of people decreases the population size of a country.

Make one statement to summarize all the above ideas.

Draw out from the pupils the following generalization:

The population size of the community changes because of birth, death, and migration.

V. EVALUATION

The evaluation exercises below is only suggestive. The teacher is free to prepare her own evaluative instrument based on the objectives of the lesson and the pupil's ability.

A. Read the situations and questions carefully. Encircle the letter of the best answer.

1. Hussin and Fatima's family moved to Sibuto after Jolo was burned. They cultivated an agar-agar farm there. Their life in Sibutu improved so they decided to stay.

a. Why did Hussin and Fatima move to Sibutu?

(a) Hussin and Fatima wanted to have more fields.
(b) Hussin wanted to have a better job.
(c) Schools in Sibutu are better than the schools in Jolo.
(d) Jolo was burned.

b. Why did Hussin and Fatima decide to stay in Sibutu?

(a) Means of livelihood in Sibutu is better.
(b) They have many friends in Sibutu.
(c) Jolo is a troubled area.
(d) Sibutu is a beautiful place.

BEST COPY AVAILABLE

2. Which of the following would you like to have in the place where you will move to?

   a. theater, park, big store.
   b. hospital, school, market.
   c. thickly populated, fully lighted.
   d. river, farm, mountains.

3. The chart below illustrates the number of deaths and births in Kabungsuan and Camp Muslim.

Place	No. of Children born in 1976	No. of Deaths in 1976	Increase in Population, 1976	Decrease in Population, 1976	Population 1975	Population 1976
Kabungsuan	186	92	186	92	2,000	2,094
Camp Muslim	210	301	210	301	3,909	4,000

Study the data given in the chart. Answer the questions about the data given. Write the answers in the blanks provided before the questions.

a. ____ (a) How many children were born in Kabungsuan in 1976?
   ____ (b) How many died in Kabungsuan in 1976?
   ____ (c) Did the population increase?
   ____ (d) How many children were born in Camp Muslim in 1976?
   ____ (e) Did the population increase?

b. Encircle the letter of the statement that will best describe the data given in the chart.

   (a) Population increases when there are many births.
   (b) Population increases when there are more deaths than births.
   (c) Population increases when the number of deaths and births are the same.
   (d) Population increases when there are many deaths.

4. Which of the statements below will unlikely happen in the community?

   a. People die.
   b. Babies are born.
   c. People move to other places to live there.
   d. An individual lives permanently in a community until he dies.

5. Which of the following affects the number of people living in a community?

   a. Birth
   b. Death
   c. Migration
   d. Students leaving

6. Hussin didn't like to be a farmer like his father. He wanted to work in a crowded city like Manila. If you are his friend, what will be your advise to him?

   a. Tell him not to go to Manila.
   b. Leave him to make his decision.
   c. Encourage him to go.
   d. Tell him to study his plans very well.

7. Which of the places below will be a better place to live in?

   a. town
   b. barrio
   c. city
   d. farm

3
8
7
8
4
5
9
5
6
7
6
7
8
4
5
7
3
9
3
5

7
8
9
83
73
90

A POPULATION EDUCATION SUB-UNIT

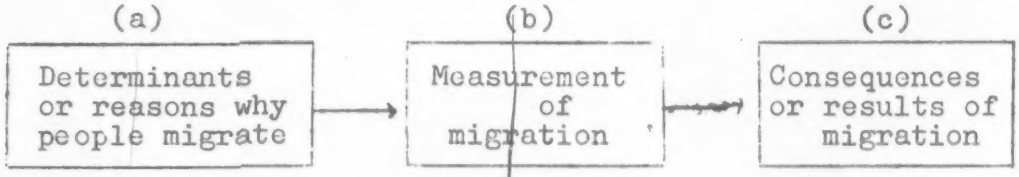
GRADE IV - EFFECTS OF MIGRATION ON POPULATION GROWTH

Conceptual Theme: The Philippines and the Family of Nations
Major Concept: Culture (Old Scope and Sequence)
Environment (New Scope and Sequence)
Sub-concept: Social Environment
Generalization: People leave their place of origin for certain reasons and this movement affects the place they leave behind and the place they move into.
Suggested Time Allotment: 8 days

OVERVIEW

This sub-unit is intended as a more comprehensive study of migration, the concept which was informally introduced in Grade III. It consists of four lessons and a fifth lesson to summarize all ideas learned and to make generalizations. Based on the feedback from several try-out classes, the lessons are apportioned into corresponding class periods, depending upon the nature and scope of the topics and activities. This sub-unit will take eight class periods to finish.

In studying migration, the determinants-and-consequences framework is a useful tool. We can investigate: (a) why people migrate from place to place; (b) how they move, including different patterns or migration; and (c) what results from this movement. This can be summarized in the following model of a study of migration.



In this sub-unit, we will begin by simply introducing the idea that people do, in fact, migrate for certain reasons (a). Some of the patterns of this migration (b) will then be discussed followed by one or two of the consequences (c).

There are different ways of classifying the ways in which people migrate. The one which will be discussed in great detail here will be the patterns of migration among different types of communities - barrios, poblaciones, cities, and suburbs. In the Philippines, as in many parts of the world, the basic pattern is from barrio to poblacion and from poblacion to city. Where the city's population has exploded beyond its capabilities to support, as is the case with Manila, an additional pattern was developed - from city to suburb.

Other patterns of migration are: (a) movements from one region of the country to another; (b) seasonal migration (such as movement of students to and from school); (c) migration of people with different social or economic characteristics (such as comparisons of migration of rich versus poor, educated versus less educated, farmers versus fishermen versus factory workers); and (d) migration of people with different demographic characteristics (men versus women, young versus old.) Additional patterns can also be identified, limited only by the creativity of the teacher and the student.

Migration is likely to affect both the community from which the migrant comes and the community to which he goes. To a certain extent, the consequences of migration on both the place of origin and the place migrated to are taken up in this sub-unit.

The focus of most of the activities of this unit is on a story in which residents of four barrios in the Visayas were forced to move to a city in Mindanao. The rural-to-urban and Visayas-to-Mindanao movements which are taken up here are characteristic of Philippine migration patterns. Students are also introduced to the use of symbols to help describe and classify these patterns of migration.

Several of the activities of the sub-unit occur in small groups. It is suggested that the teacher first divide the class into groups of six, and either select or have the pupils elect a chairman. The chairman's role - which should be explained to everyone - should be to manage the discussions to see to it that only one person talks at a time and that the discussion focuses as much as possible on the objective set beforehand.

A number of migration situations for role playing are presented where pupils can verbalize their attitudes towrd urban-rural migration.

A simulation game is used as an opener in Lesson 4. This game is related to urbanization as a consequence of migration.

Sample evaluation items are given at the end of the sub-unit to guide teachers in the preparation of similar tests.

I. OBJECTIVES

A. General

1. Acquire knowledge of the migration behavior of people.
2. Understand the cause-and-effect framework of migration.
3. Realize that migration affects population change.
4. Develop a rational attitude toward rural-urban migration.

B. Specific

1. Knowledge and understanding

a. Give reasons why people migrate.
b. Define migration, migrants, pull factors, push factors.
c. Enumerate the major patterns of migration in the Philippines.
d. Identify the most common types of migration in the country.
e. Describe the characteristics of migrants.
f. Explain how migrants affect services like education in the place they migrate to.
g. Discuss how migrants adapt themselves to the adverse conditions resulting from migration.
h. Tell the advantageous effects migrants bring to the place they move into.
i. Raise specific problems in our country which are directly related to migration.
j. Explain the cause-and-effect framework of migration.

2. Abilities and skills

a. Read and interpret maps.
b. Participate in small-group discussions.
c. Interview people to obtain desired information.
d. Use symbols to describe and classify the patterns of migration.
e. Conduct a survey, summarize data, and interpret them.

3. Attitudes and values

a. Give reasons for wanting to migrate or not wanting to migrate.

II. CONTENT

A. In terms of topics

1. Causes of Migration
2. Symbols to Depict Patterns of Migration
3. Patterns of Migration
4. Reasons Why People Migrate
5. Characteristics of Migrants and Non-migrants
6. How Migration Contributes to the Growth of a City
7. Services Affected by Migrants
8. Qualities of Migrants Which Are Advantageous to the Place They Move Into
9. Summary of Ideas Learned About Migration
10. Table of the Determinants and Consequences of Migration

B. In terms of related ideas

A. People migrate from place to place.
B. Migrants have patterns of migration.
C. Patterns of migration movement bring about consequences.

III. DEVELOPMENT (Activities)

Lesson 1

Day 1

A. Objectives

1. Explain why people migrate.
   a. Define migration; migrants.
   b. Use symbols to show patterns of migration.
   c. Tell why people migrate.

2. Interview people to get information.
   a. Ask questions properly and politely.
   b. Record answers of people interviewed.

B. Content

1. Causes of Migration
2. Meaning of Migration; Migrants
3. Symbols to Depict Patterns of Migration

C. Suggested Procedure

Opener

Listen carefully to this story I'll read to you.

"There were a few coconut trees growing near the shore of this island. But there were lots of rocks. Because of the rocks, the people could not plant. So they went fishing. There were lots of fish in the waters near the island.

"There were about 500 people in the island. They lived in two barrios - Calayugan and Mocpoc. About 250 people lived in each barrio. A great many of this number went fishing every day and caught lots of fish and everybody was happy.

"A group of businessmen built a factory that manufactured chemicals on a nearby bigger island. The chemical wastes of the factory emptied into the sea. As the years passed the chemical wastes poisoned the waters in the surrounding islands. As a result, fewer and fewer fishes could survive there, so that fewer and fewer fishes could be caught by the fishermen.

"One day, many people from each of the barrios went fishing but there were only a few fish to catch. Some of them caught just enough fish for their families, but many did not. Many were discouraged so they left their homes and moved to Butuan City. Some got jobs selling mats and baskets. Others found jobs in lumberyards."

Note to the Teacher

It will add immensely to the interest appeal of the story, if the teacher uses a flannel board. As he relates the story, he puts on pictures on the flannel board or takes them off. (See illustrations in the Appendix, pages 102-107.

Development

Did the people of Calayugan and Mocpoc have enough reasons for moving out to Butuan City? Explain and prove your answer. Would you have done the same if you were in their place? Has

any of you ever moved from one place to another? Why did you move?

In the story, people moved away from Calayugan and Mocpoc. They all moved to Butuan City.

As you talk, sketch on the chalkboard the following:

Calayugan ——————» Butuan City
Mocpoc ——————» Butuan City

What does the above sketch tell you? According to the arrows, where did the people of Calayugan go? The people of Mocpoc?

For those of you who did not live here before, let's sketch a simple model similar to the one we have on the chalkboard.

A ——————» B
place from which the person moved — place to which the person moved

For each example the students give, sketch the simple model on the chalkboard similar to the one above.

What do we call this moving of people from one place to another to live there? (migration) What do you call the people who move? (migrants)

Have the definition written on the chalkboard.

Moving from one place to another to live there is called <u>migration</u>.

A person who moves to another place in order to live there is called a <u>migrant</u>.

Are all people migrants? Are there any of you who were born in this barrio andnever migrated anywhere? If there are, they are <u>non-migrants</u>.

A <u>non-migrant</u> is a person who has always lived in the place where he was born.

What symbol shall we write on the chalkboard to describe a person who was born here and still lives here?

Have students invent a symbol, e.g. NM. Give children enough time to think of a symbol for non-migrant.

For your homework, let us find out if many people migrated to our barrio, town, poblacion,* or city. When you go home, ask three parents or adults in your neighborhood where they comeffrom. Write their answers on a piece of paper, using the tabulation below as guide for recording their answers. If the person you interviewed has always lived in our barrio, indicate after his or her name the symbol NM which stands for non-migrant.

Have the chart below tacked on the chalkboard. Explain that the entries in the columns are examples only. Discuss the entries in the columns so that the children would know how to go about the homework assigned to them, especially the column Kinds of Migration. Draw out from them the meaning of the symbols P, B, C, T.

Person's Name	Place of Origin	Barrio (B)	Poblacion (P)	Town (T)	City (C)	Kinds of Migration	Reasons for Migrating
Example: Jose Vera	Villasis, Pangasinan			X		T → B	To work
Nestor Perez	Sto. Niño, Paraña-que	X				B → B	To Work
Pedro Osias	Manila				X	C → B	To retire
Andres Cruz	NM						

Each of you should select three different people. Do not look for three migrants or three non-migrants; just ask any three people.

*Center of the municipality

Summing Up

Summarize ideas learned by asking questions that will bring these out. Write on the chalkboard the pupils' answers.

1. Moving from one place to another to live there is called migration.
2. A person who moves to another place in order to live there is called a migrant.
3. People move out of a community for certain reasons.
4. Not all people are migrants. They are non-migrants.
5. Symbols stand for certain things.

Lesson 2

A. Objectives

1. Discuss the major patterns of migration in the country.
   a. Enumerate the major patterns of migration in the country.
   b. Identify the most common type of migration in the country.

2. Participate in small-group discussions.
   a. Share one's ideas or opinions on the topic being discussed.
   b. Listen csrefully while someone in the group is talking.
   c. Ask questions about the topic being discussed or about ideas being shared.

3. Read maps.
   a. Locate on the map provinces and regions.

B. Content

Patterns of Migration

1. Barrio to barrio
2. Barrio to poblacion
3. Barrio to city
4. Others

C. Suggested Procedure

Review previous lesson.

Why did the people on the island in our story leave their homes in the barrios?

Where did they go?

What do you call this moving out of people from one place to another to live there? What do you call a person who moves out? Illustrate on the chalkboard a symbol for migration.

Today, we shall learn more about many other ways people migrate. We shall also make symbols to illustrate these ways.

Recall the homework yesterday. Then divide the class into groups of six. Thus, each group should have information on eighteen people. Have each group figure out: a) the number of non-migrants, and b) the number of migrants. Have each group report on this after each one has consolidated the information.

In our barrio are there more migrants or non-migrants? In our story yesterday, people migrated from Barrio Calayugan and Barrio Mocpoc to Butuan City. They migrated from Barrio to City. They did not move from a barrio to poblacion or from a poblacion to a city, but from a barrio to a city. Let us look at all the different ways people can migrate. If they start in a barrio (B), they can migrate to another barrio (B), or to a poblacion (P), or to a city (C).

These are some symbols for patterns of migration.

B ——————→B

B ——————→ P

B ——————→ C

Have the pupils finish this list to show different patterns of migration.

How many patterns of migration are possible using barrios, poblaciones, towns, and cities? (Answer: nine.)

Pupils may decide to combine migration from barrio and poblacion to city into just one pattern, instead of two; that is, province to city, town to city. This should be accepted. Since P stands for poblacion in the symbolization, they will have to create a symbol for province which may be PR.

Now, look at the information you collected yesterday. Change the symbols on your paper to B, P, T, or C, if you have not done this yet. Let's have the groups figure out how many persons on your list migrated from B to another B? From B to P? From B to C? From T to C? etc.

Now, let's have all the groups give their reports.

Lead the class to state the following ideas:

a. There are different patterns of migration.
b. People may migrate from barrio to barrio, from barrio to poblacion, from poblacion to town, etc.

Day 3

Recall the patterns of migration reported by the groups. Summarize these on the chalkboard.

Which of these patterns of migration do you think are the most common in our community?

Encourage pupils to make intelligent guesses and to support their answers.

The following three paragraphs are intended only for those living in Greater Manila or in other major cities.

In addition to B, P, T, and C, we live in an area where another type of migration is occurring. What is it?

Have the class discuss and define this other pattern.

Why do people move from Manila (or any other city) to suburbs?

We have discussed different patterns of migration - the movements of people from one place to another to live there. There are other ways of discussing migration. Why were the people in the story we just read forced to leave their homes?

Where did the people migrate?

In what part of our country is Butuan City? (Have the pupils locate the city on the map.)

By the way, the island from which the people in our story came is located near Bohol. Where is Bohol? (See map.)

In what region of the country is it?

Therefore, the migrants migrated from what region to what region?

Do you think this part of the story is likely to be true? Are there many people moving from the Visayas to Mindanao? Why?

The Visayas is a region of our country which is losing people to other areas. Many people migrate from there to Mindanao. The Bureau of the Census and Statistics reported that 22 provinces gained population while 33 provinces lost population through migration during the period 1960-1970. The city of Manila, the Ilocos and Mt. Province regions, the Bicol Region, the Eastern and Western Visayas regions lost population heavily, while Cagayan Valley, Southern Luzon, Northern and Southern Mindanao gained population due to migration.

The provinces that gained population through migration are Rizal, Davao, Cotabato, Bukidnon, Bulacan, Quezon, Laguna, and Agusan.

The provinces that lost population through migration are Negros Occidental, Leyte, Camarines Sur, Cebu, Pangasinan, Iloilo, Manila, Lanao del Sur, and Negros Oriental.

(Sources: "Net Internal Migration in the Philippines: 1960-1970," Journal of Philippine Statistics, Vol. 23, No. 2, Second Quarter, 1972, p. XIV.)

On your outline map, show these provinces and regions which are losing people through migration with one color (using colored chalk or crayola), and the provinces which are gaining population through migration with another color.

What did you learn today and yesterday? Write the statements or conclusions on the chalkboard.

1. There are different patterns of migration. Ex: from barrio to barrio, from barrio to poblacion, from barrio to city, from town to city, from city to barrio, etc.
2. The most common type of migration in our country is from barrio to city and from region to region.
3. Another pattern of migration is from city to the suburbs.

Lesson 3

A. Objectives

1. Classify the reasons for migrating.

   a. Enumerate reasons of people for migrating.
   b. Define pull factors; push factors.
   c. Give examples of pull factors and push factors.

2. Enumerate and discuss some of the characteristics of migrants.

3. Listen attentively to a newscast by:

   a. Keeping quiet while listening.
   b. Writing down important ideas or details.

4. Make a choice when confronted with situational problems involving rural-urban migration.

   a. Point out the advantages and disadvantages of one's choice.

B. Content

1. Other Reasons Why People Migrate

   a. pull factors
   b. push factors

2. Definition of Pull and Push Factors

3. Characteristics of Migrants and Non-migrants

C. Suggested Procedure

Day 4

Have a mock radio broadcast. Let pupil radio announcers read these news items:

The Exodus

Pantabangan folk continue their mass departure from the town. Starting November 5, 1973, Pantabangan, the oldest town of Nueva Ecija, will be covered by water when the Pantabangan Dam is closed. This multi-purpose dam will be closed on that date so it would catch enough water to irrigate about 10,000 hectares of riceland during the dry season.

Some 2,000 families from six barrios are being transferred to temporary houses. These families will stay here until the houses being constructed for them by the National Irrigation Administration are completed. Their new homes will be in Tanawan. Tanawan is a hilly place located on the eastern rim of Pantabangan Dam. Tanawan has new roads, a market, a new municipal building, a school, and a church. The people will be taught some skills in cottage industries, orchard farming and fishing.

The Pantabangan Dam is part of the upper Pampanga River Control Project. It is the biggest single construction project of the government.

A New Community

Mariki is a new community in Zamboanga City. This is the new home of the Muslim families who evacuated to the city during the 1970 rebellion. Mariki will not only be the community of the evacuees but will also be the home of Muslims in Zamboanga who do not have a house of their own. Mariki was established to give families from crowded areas and the evacuees a better place to live in. The new community is called Sahaya Village. Sahaya means bright light.

Since Mariki is a swampy place, wooden bridges were constructed to serve as roads in the village. Soon Sahaya will be a place to be proud of. An elementary school, a health center, a market and a mosque will be constructed. Each house will have its own septic tank. A center for home industries was put up to give the residents a vocational training of sorts. It is hoped that Sahaya Village will become a model community in the future.

RP Fails to Check Her Brain Drain

Filipino migration to the United States is still going on at a very fast rate. It seems that there is no stop to this brain drain in the immediate future. This was stated by M.I. Gupta of the International Labor Organization.

Filipinos have the biggest share of all immigration visas issued by the U.S. government to applicants from all over Asia.

In 1966, Filipino immigrants numbered 3,168 in all. A year later, in 1967, the number rose to 7,152. In 1968, Filipino immigrants to the U.S.A. numbered 13,018.

The year 1969 set a new record of Filipinos who migrated to the U.S.A. which totalled 20,000. In 1970, this number decreased a little to 19,997. The International Labor Organization said that a total of 171,999 Filipinos applied for immigration visas by the end of February, 1972. The U.S. Embassy is at present going over application papers which were made two years ago.

Filipinos who migrated to the U.S. are mostly professionals. Many of them are highly qualified doctors, nurses, pharmacists, dieticians, veterinarians, and engineers.

These professionals leave their country because of better pay, modern living and educational and research facilities which are present in the more adv nced countries, like the U.S.A. and Canada.

Follow up these new broadcasts with a mock radio quiz. Questions based on the news items are written on small pieces of paper. These are rolled and placed in a box or a jar. A pupil picks a rolled paper, reads the question aloud to the audience (class), and then gives his answer.

The following questions may constitute the quiz questions:

1. Why did the people of Pantabangan leave their town?
2. Where did the people of Pantabangan migrate?
3. What facilities were given by the government in the new town of Pantabangan to make the place attractive to migrants?
4. Why was Mariki established?

5. What attracted the Muslim families to stay in Sahaya Village?

6. What are the reasons of Filipino doctors, nurses, engineers, and other professionals for migrating to the U.S.A.?

Summarize the reasons for migration of the people in the news items and in the opener. Recall the survey made. Include the reasons for migration given by the people interviewed on this list.

The list may be like this:

Reasons for Migration

1. The town will be covered by water to be used to irrigate the farms.
2. The government ordered their transfer.
3. Better salary in the U.S.
4. Educational facilities aborad
5. Modern living
6. There were no more fish to catch in the waters of the island.
7. To study in the city
8. To join husband who is working in the city
9. To enjoy the modern conveniences in the city, like T.V., electric appliances, big movichouses, etc.
10. To look for a job
11. etc.

Let us classify the reasons or causes for migrating. The good conditions that pull people to a place are called pull factors. How would you classify those factors or conditions that push people away from their old homes or communities? Define push factors. Give some more examples of pull factors. Of push factors.

Day 5

Opener: A Song

Huwag Kang Magtungo sa Malayong Bayan
(Tune: Don't You Go To Far Zamboanga)

Huwag kang magtungo sa malayong bayan
At baka doo'y walang kapalaran,
Di bale kung maraming kasanayan
Sa gawaing nakalaan.

Hirap lang ang daranasin
Kung di ka papipigil,
Di ka tiyak sa 'yong tatahakin
Dito na lang at magtanim.

Halina't ating paunlarin
Sariling bayan natin,
Problema'y malulutas din
Kung tulung-tulong, susulong din.

Don't Go to a Faraway Land

Don't you go to a faraway place
Where life wouldn't be as progressive
Especially if you don't have any training
On the job offering.

You will encounter a lot of hardship
If you will insist on going
You aren't sure of what is in store for you
It's better for you to stay and farm.

Come andlet us work
To make our land progressive
Problems we have now will be solved
If we'll work together, will also be
economically stable.

What does the song say? What reminder (or warning) is given to one who might wish to migrate? What do the third and fourth lines of the first stanza say?

Development

Today, I shall tell you a true story. I am reminded about it because it is related to our lesson. Listen very carefully because I shall ask you some questions about the story afterwards.

A big and very progressive insurance company in Manila is opening a branch in Davao to serve the Mindanao area. One day, the company president issued a notice to all the employees of the company. The notice read:

> "We are pleased to announce the opening of a branch of this Office in Davao. This branch will serve the Mindanao area. In view of the opening of this new office, we are hiring additional personnel. Those who wish to transfer to the new Davao branch may fill out application forms with the Personnel Office."

That week and the week after, many filled out application forms. Most of them were young, promising, male employees of the company. Their ages ranged between 22 to 30 years. The female employees who wished to join the new office were also young and all were unmarried.

Discussion questions

Where was a branch of an insurance company to be opened? Were there employees in the head office who liked to transfer to the new office in Davao? How would you characterize the employees who expressed their desire to transfer to the new office? Were they all males? All females? How old were they? Were they all married? All unmarried?

What do you suppose were the reasons of these men and women for transferring to the new office and to a new place? (Encourage the pupils to make as many guesses as they can think of.)

Have this report below written on the chalkboard or newsprint (manila paper will do, but have large enough prints) for pupils to read silently. Give them enough time to read the material.

In the patterns of migration in the Philippines, the data show that the number of females who migrated is almost the same as the number of males. There were 1,080,712 female migrants compared with 1,011,488 male migrants who changed their province of residence between 1960 and 1970.

The largest number of migrants were from the age groups 15-19 years; 20-24 and 25-29 years.

Source: "Net Internal Migration in the Philippines: 1960-1970", Journal of Philippine Statistics: Vol. 23, no. 2, Second Quarter, 1972, pp. XIV-XVI.

After the pupils have read the report, ask the following questions:

What are the characteristics of Filipino migrants in relation to sex and age? How do these findings, as reported by the Bureau of the Census and Statistics, compare with the characteristics of migrants in our story about an insurance company opening a branch in Davao? Make statements, like the following: The number of male migrants is also the same as the number of female migrants. The largest number of migrants are in the age range 15 to 29.

After learning about the patterns of migration, the reasons for migration, the characteristics of migrants, let us see how you will role play the following migration situations:

Role-playing is an appropriate technique for observing pupil attitude and value regarding urban-rural migration. To attain the objective of this activity, prepare the audience (pupils who will not participate in the role playing) on what to do while the role playing is taking place.

Have pupil volunteers act out the various roles in the situations or the teacher may choose the participants. Give the role players time to huddle and briefly plan what they will do and say without, however, rehearsing their presentation.

In the meantime, the teacher prepares the audience. Together, they define the problem and outline the points to be observed. The teacher stresses that no role player is evaluated for his acting.

After the role playing, the class evaluates the presentation. The pupils discuss the choices made and the consequences of such decisions in the three situations. If the class so decides, they can have a re-play with a different set of role players.

Situation A.

Marietta had just finished her nursing course in a big university in the city. She took the government examination for nurses and expected to pass it. Her friends at the university encouraged her to stay and to

work in a big hospital in the city where the father of one of her friends was the hospital director.

Marietta would have liked so much to stay. However, deep in her heart she knew that her town needed her. Her parents had written her that the Rural Health Unit in their town had been without a nurse for quite sometime.

Situation B.

Mang Ambo was a tenant in a small farm. Until last year, he and his family had lived contentedly and had saved a tidy sum from the sale of palay. However, just lately, two typhoons and floods hit the crops. It did not look so good this year. Mang Ambo was very much discouraged and thought of leaving the farm to move to the city. Maybe, he could put up a sari-sari store or get a stall in the market. His wife, Aling Sela, however, thought that they should not leave the farm. The farm was their source of livelihood, she would say. Besides, it was not easy to look for a a job or earn a living in the city. Also, it was difficult to adjust to another way of life in another place.

Situation C.

The government office, where Mr. Jose Domingo work, is opening its five other regional offices soon. Mr. Domingo will occupy a new position in a regional office. This is going to be a promotion for him. When he tells his wife about the news, Mrs. Domingo is not too happy about it. She has never lived in the province. This would mean living far from their relatives. Her husband cheers her up by saying that this may be the chance for them to save enough for a house and lot, and for their children's future. He adds that the city has become so crowded and polluted.

Summing Up

Have the important ideas learned in Lesson 3 summarized. Write them on the chalkboard.

1. People migrate because of pull and push factors.
2. The place where the migrant wants to move has the pull factor. These may be opportunities for education, better jobs, better health environment, etc.
3. The push factors are those things that make him want to leave the place such as pollution of environment, less chances for improvement, overcrowding, etc.

4. Two characteristics of migrants relate to sex and age.

   a. Filipino migrants are generally young.
   b. There are as many female as there are male Filipino migrants.

Lesson 4
Day 7

A. Objectives

1. Summarize the advantageous and disadvantageous effects of migration on the place left and on the place moved into.

   a. Define urban area; social services.
   b. Explain how migration contributes to the growth of cities.
   c. Identify the different social services in a community.
   d. Explain how migrants affect services in the place they move into.
   e. Discuss how migrants affect the place they leave behind.

B. Content

Effects of Migration

1. How Migration Contributes to the Growth of a City
2. Services Affected by Migrants
3. Qualities of Migrants Which Are Advantageous to the Place They Move Into

C. Suggested Procedure

Opener: Simulation game

Today, we shall play a game. You will notice that there are two desks here in front of the class. (Arrange the setting before the period. Place two desks in front facing the class, about two feet apart.) Let us ask two pupils to sit in one desk. (Ask for volunteers. if there are none, assign two pupils.) Let us ask another one to join the two who are now seated in the same desk. (Pause for a few seconds.) Let us ask two more pupils to

join the three others. (There should be five pupils now squeezing in for a seat in one desk, while the other desk remains empty.)

Instructions to the players

Do whatever you think you should do in a situation such as you are in now.

Instructions to the rest of the class

Observe what the players will do.

Observe for a few seconds. It is expected that two pupils will eventually transfer to the other desk to get a seat.

What did you notice about your classmates? How many pupils could not sit in one desk? What did they do? Did they transfer to the vacant desk beside the one in which they tried to sit? Why? Why not? What would you do if you were in the place of the pupils who could not sit? Would you have done what they did? Why? Why not?

What you just saw - five pupils crowding for a seat in one desk and, finally, two pupils deciding to transfer to the vacant desk nearby can and do happen to people in a city.

Illustrated talk by the teacher, with the use of flannel board and picture cutouts or picture series.

This is a city. Many, many years ago, there were only a few hundred thousand people in this city. I will use one stick figure to stand for ten thousand persons. It is a beautiful place to live in. There are big schools for boys and girls like you, and some big colleges and universities. It is the center of business for the towns and provinces near it. There are wide roads and bridges on which many cars and buses travel. There is a big park where people take a walk in the mornings and afternoons, especially on Saturdays, Sundays, and holidays. Sunset is most beautiful at the park.

Many people from the towns and barrios dream of coming to the city. Many parents send their children to the city to study in the universities. Many adults also come to look for jobs. Still many others come to find their fortune there.

Soon the population grew. It grew and grew to many hundred of thousands. The city became crowded. There were many, many houses as well as jeeps, buses, and cars. The streets were always busy with vehicles carrying people to and from their homes to schools or offices or elsewhere.

The people who had lived in the city started to move out to nearby places. They bought lots and built their homes or rented apartment houses. Soon there were many houses in these places. The people commute to work or study in the city. They commuted daily to their offices or schools. Later, even some offices and schools transferred to these nearby places. This transfer attracted more people to live there. In no time, these nearby places became centers of commerce, education, government as well as residential areas. We call these places urban areas. A city is an urban area.

Class Discussion

Why do many people want to live in an urban area? How does migration affect a city? Explain. Can you cite a place here in our province which became an urban area because of migration?

When many, many families migrate to a certain place, what happens to education, transportation, religious services, health services, and the like?

Recall the transfer of the Pantabangan folks and the relocation of Manila railroad squatters to Carmona. What services were provided by the government in the communities they were transferred to?

Small-group Discussion

What are the advantages and disadvantages of migration to the places migrated to (place of destination) or the places migrated from (place of origin)?

Recall the instance in Lesson 4 where the young, promising men and women in the insurance company wished to join the Davao Branch. What would be the advantages and disadvantages to the place migrated to and the place left behind?

Recall also the news item on the brain drain. (Lesson 2, Day 4) What is the effect of the large immigration of Filipino doctors, nurses, engineers, and other professionals to other countries in the Philippines? What is the effect of these migrations on the countries they go to?

We have just mentioned that migration can contribute to the growth of a city. Is this an advantage or a disadvantage?

What may happen to poor farmers who cannot support themselves in the rural areas when they move to the city to look for jobs? Will they find jobs easily? Why? Why not? Can they afford to rent apartment houses if they have no relatives in the city with whom to stay? Where will they live? What will they do? What are squatters' areas? Describe the living conditions in squatters' areas. Is the formation of squatters' areas an advantage or a disadvantage? Explain.

Summing Up

Have pupils summarize ideas they have learned. Write the statements on the chalkboard as they are given.

1. Migration may contribute to the growth of cities.
2. Migrants affect services, like education, health, transportation, etc. More migrants mean more classrooms, teachers, schools, equipment, books more health personnel, health centers, etc.
3. Migration brings advantages as well as disadvantages to the place migrants move into and the place they leave.

Lesson 5
Day 8

A. Objectives

1. Summarize the ideas learned from the unit.

   a. Construct a table to show all these ideas.
   b. Explain the determinants and consequences of migration through the use of a diagram.

B. Content

1. Summary of Ideas Learned About Migration
2. Table of the Determinants and Consequences of Migration
3. Diagram Showing the Determinants and Consequences of Migration

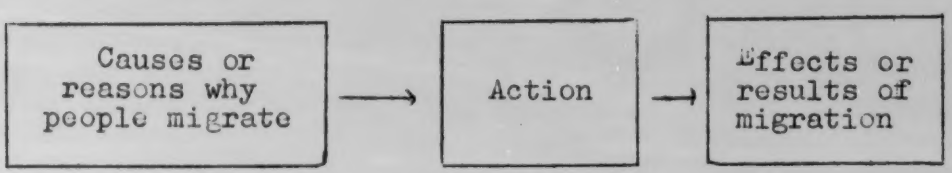
C. Suggested Procedure

Recall causes or reasons why people migrate; places where majority of the people migrate; and the effects or results of migration on the place migrated to and on the place left behind with respect to population size and other consequences. Make a table to show these data as follows:

Causes or Reasons Why People Migrate (1)	Direction of Movement (Action) (2)	Effects or Results of Migration on:	
		Place of Origin (3)	Place Migrated to (4)
Ex.: To look for jobs	B ⟶ P	Decrease in population	Increase in population
	B ⟶ C	Less competition in finding work	Competition in finding work
	P ⟶ C	Lower population density	Overcrowding, congestion and problems of congestion
	C ⟶ B		

Let us look at the table very well. What can you say about the table? Is column 1 related to columns 3 and 4? If so, how?

Show the relationship by means of a diagram representing each column and using arrows to show the relationship. One way of showing this cause-and-effect relationship is through the following diagram.



Have the children give statements interpreting the diagram. Hopefully, they may come up with statements like the following:

People leave their place of origin or home town for certain reasons and this movement affects the place they leave and the place they move into.

People migrate from place to place and this has an effect on the place they leave behind and the place they move into.

The causes or reasons why people migrate determine the direction of migration, the consequences on both the place of origin and the place migrated to. (This idea can be brought down to the pupils' level of understanding.)

As soon as the pupils have seen this relationship, discuss the effects of migration on the place left.

Summing Up

Recall the different major related ideas learned from lessons 1 to 6.

1. People migrate because they want to have better-paying jobs; they want to study, etc.
2. There are several patterns of migration but the most common is from barrio to city.
3. The different patterns of migration bring about consequences.

IV. STATING GENERALIZATIONS FOR THE UNIT

With the diagram showing the determinants and consequences of migration draw out the generalization by proceeding like this:

How does migration affect population growth in the place migrated to? In the place left behind? What are the consequences of this growth on the population as a whole and on the place?

Make a general statement on this, such as: "People leave their place of origin for certain reasons and this movement affects the place they leave behind and the place they move into.

V. EVALUATION

A. Read each of the following exercises carefully then draw a circle around the letter before the answer which you think is the best in each exercise.

1. The most common pattern of migration in our country is from

   a. barrio to poblacion.
   b. poblacion to city.
   c. barrio to city.
   d. poblacion to barrio.

2. A migrant is a person who

   a. works in a place where he does not live.
   b. has lived in a place all his life.
   c. was born in a place where his parents were living temporarily.
   d. moves into a place to live there permanently.

3. Many more people are moving from

   a. Visayas to Mindanao.
   b. Mindaao to Visayas.
   c. Mindanao to Luzon.
   d. Luzon to Mindanao.

4. An example of a push factor in moving out of a place is

   a. better-paying jobs.
   b. greater chances for study.
   c. presence of factories.
   d. overcrowding of people.

B. Make a table showing the advantages and disadvantages that migrants bring to the place they move into.

C. Read the situation on the left of the chart. On the right are the expected reactions to every situation. Put a check opposite the column which tells your reaction to the situation given.

	Agree Agree	Don't Agree	Cannot Decide
a. The residents of Pantabangan were moved to another place.			
b. Many Filipino doctors go to other countries to work there			

D. Listed below are the reasons for migration. Write T if it is a push factor and F if it is a pull factor.

a. The whole town will be converted into a dam in order to irrigate ricelands near the area. The town will be submerged in water.

b. The barter trade in Zamboanga is very lucrative.

c. A place is so crowded with make-shift houses or barong-barong.

d. Jobs abroad offer good pay.

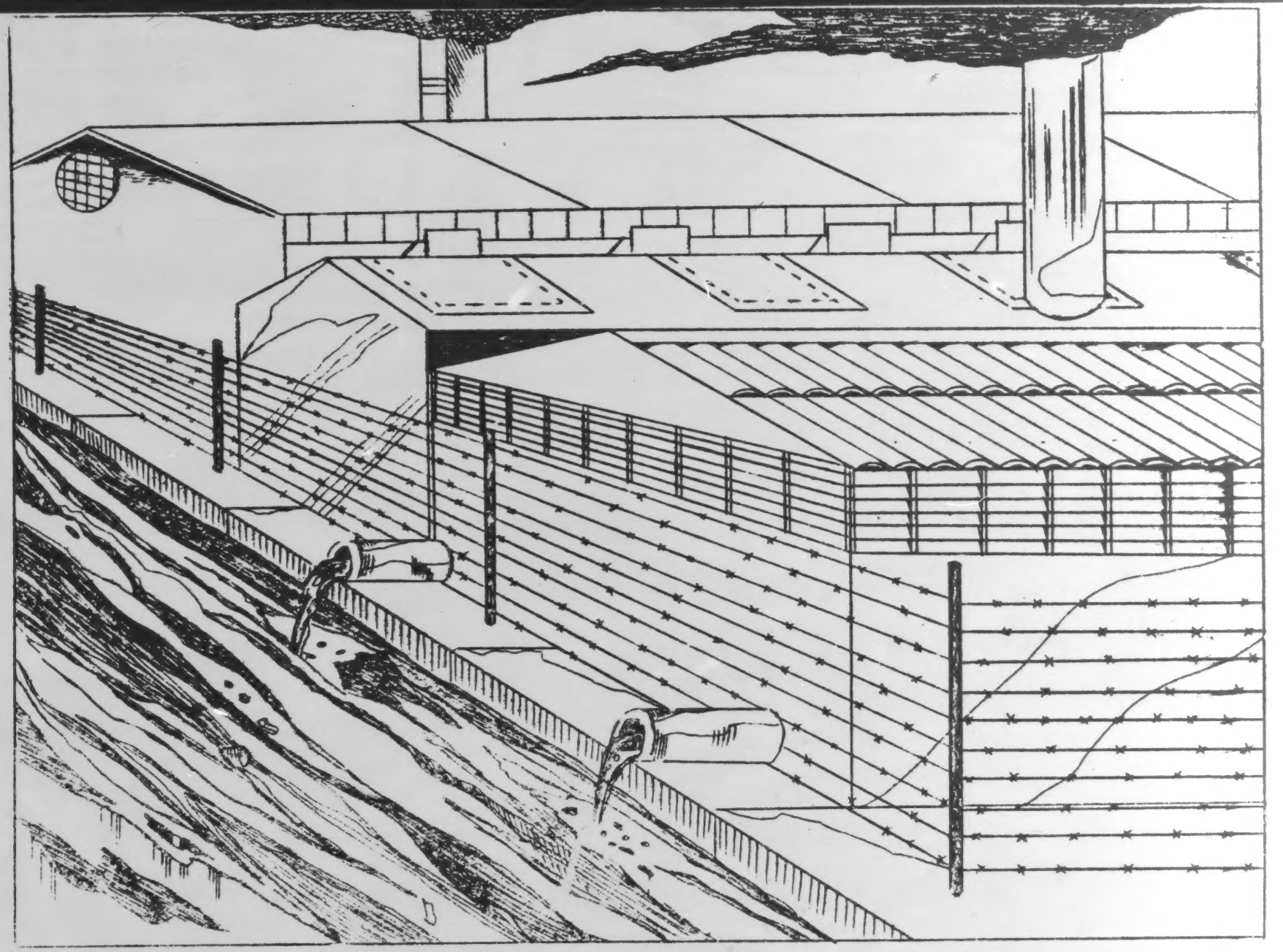
e. One's life is in danger in the community where he lives.

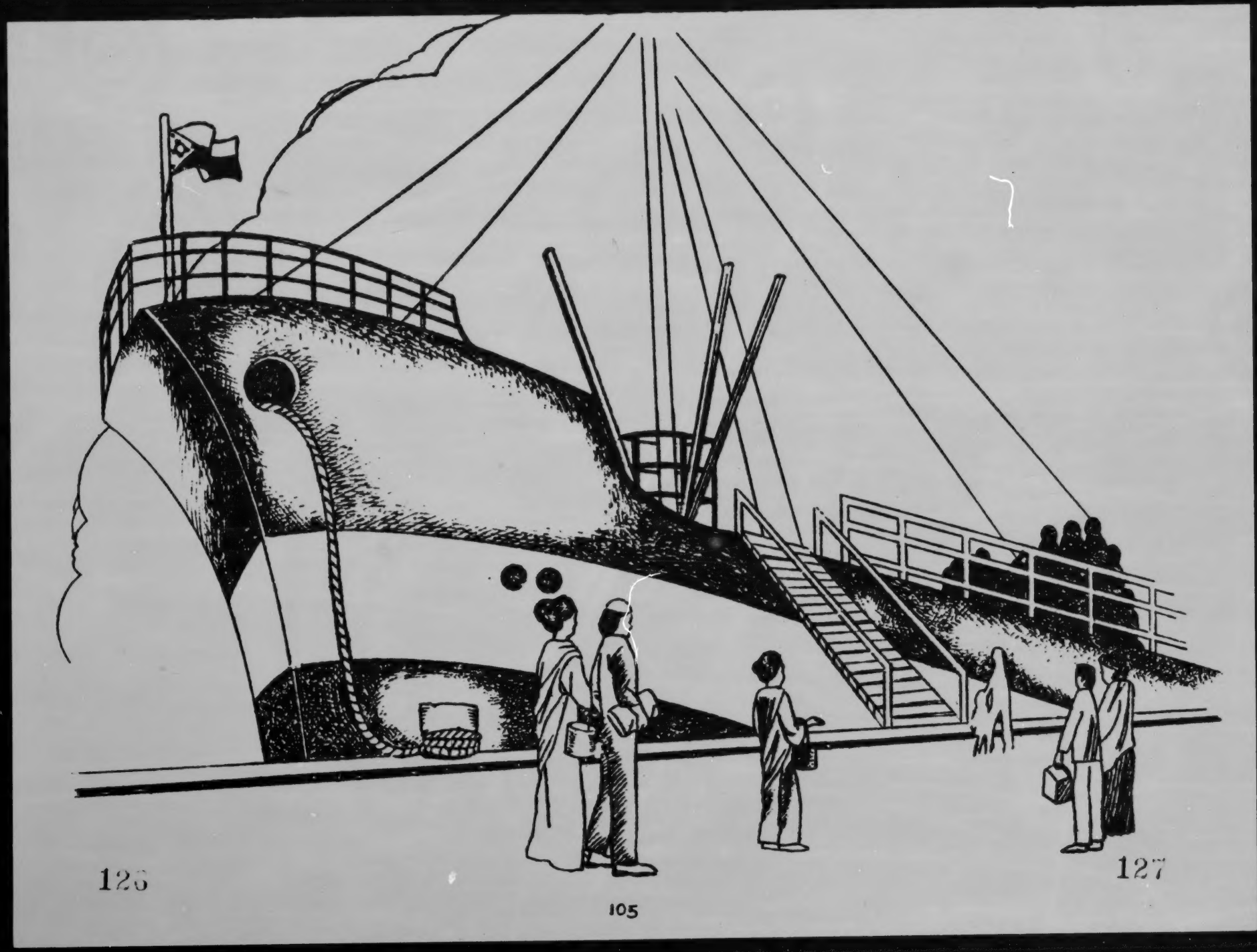
f. There is peace and order in the community where they will move in.

g. There are many good schools in the urban area.

123

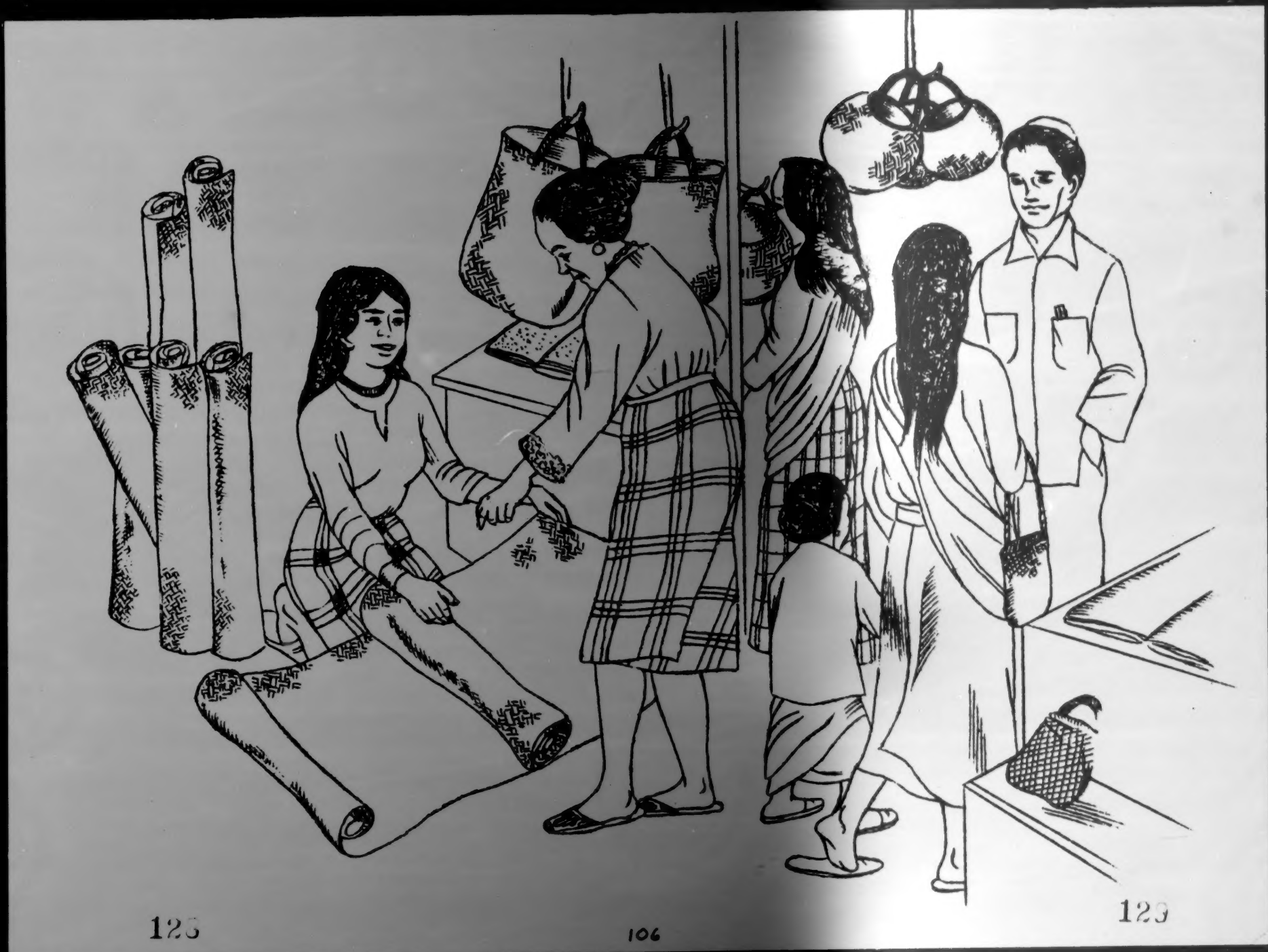
122





126

127



130

131

A POPULATION EDUCATION SUB-UNIT

GRADE V - DETERMINANTS OF FAMILY SIZE

Conceptual Theme: The Citizen and His Government Here and Elsewhere
Major Concept: Culture (Based on the old scope and sequence)
Social Organization (Based on the new scope and sequence)
Sub-concept: Role
Generalization: Citizens have roles to play in choosing a desirable family size. There are some beliefs and practices that affect family size which also affect the population situation of the country.
Suggested Time Allotment: 8 class periods

OVERVIEW

One of the goals envisioned for their countries by Asian leaders is social and economic advancement. In the face of rapid population growth in this part of the world, this goal seems difficult to attain.

To cope with the population problem, some countries have formulated population policies aimed at reducing population growth. It appears, however, from the continuing high growth rate that family planning programs are not enough. The school should play the important role of restructuring the people's values favoring a small family size.

This unit on family size is an attempt to help the teacher effect a change in attitude about wanting large families among future parents. But before he can hope to do this successfully, he should first make the pupil realize how this attitude was handed down to him and to his parents before him. In the course of the lessons, he would find out that (a) people develop their ideas about family size through listening to members of their family, their neighbors, and other respected members of their community; (b) these ideas are often conveyed subconsciously so that the individual is not really aware of the fact that society is influencing his beliefs; (c) in the Philippines, as in other countries, these beliefs may be conveyed through common phrases such as ('sa lang' (one only) in answer to the question, 'Ilan na ba ang anak mo?') (How many children have you got now?), beliefs, sayings, songs, etc.; (d) the 'norm', i.e., what is good here is for everyone to have at least five or six children; and (e) the desire for a large family size may be

changed to meet the need of changing social pressures.

There are openers to motivate the lessons for each day a comic strip roll, news items, a story and some folk songs pertaining to large families. Some of the activities feature interesting ways of expressing perception and insight.

The highlight of this teaching unit is the part that questions and examines some beliefs and customs related to family size. The teacher may make the pupils see that the specific saying such as "What is enough for three, is enough for five or more" is not a very accurate one. It is hoped that the pupils will not only examine their attitudes towards such beliefs, but in the process, develop and project critical thinking.

This idea is strengthened further when the pupils are asked to make an introspection. They are asked to think about things they were told when they were small that made them believe that a large family was important or ideal. Then they are asked what they think of the idea today. Thus, they are led to discover for themselves that change takes place as times, events or situations change.

Although it would seem like sacrilege for the tradition-bound teacher to go against cherished beliefs and customs, he should realize that it was about time that he made a stand on controversial issues such as these and thus become an agent of change among the people in the community. This is his role, for "a teacher affects eternity; he can never tell where his influence stops."

I. OBJECTIVES

A. General

1. Acquire knowledge of the values, beliefs, and practices of society that influence fertility.

2. Develop rational and responsible attitudes and behavior toward family size.

B. Specific

1. Knowledge and Understanding

a. Explain how family size affects the population of the town, province, and country.

b. Discuss some of the motivations for wanting children.
c. Enumerate and discuss Filipino sayings, beliefs, and customs regarding family size.
d. Examine some of these sayings and beliefs by proving and disproving some of them.
e. Tell how the government and society are contributing towards large/small family size.
f. Explain how family size norms are formed and strengthened.

2. Abilities and skills

a. Read and interpret tables.
b. Formulate questions.
c. Organize and report findings.
d. Evaluate findings and relate them to one's personal views.
e. Discuss practices and beliefs.
f. Act out one's attitudes and feelings through role playing.

3. Attitudes and Values

a. Accept or reject some beliefs, customs, and sayings regarding family size.
b. Change attitudes in the light of social change and think ahead by choosing a desirable family size.
c. Show keen interest and recognize one's role in helping form family size norms by disproving some beliefs about family size.

II. CONTENT

A. In terms of topics

1. Completed Family Size
2. Motivations in Wanting Children
3. Motivations of One's Parents in Wanting Children
4. Relevance of Family Sizes to the Population Situation
5. How Family Size Norms Are Formed
6. How Family Size Norms Are Strengthened
7. How Government Policies and Social Practices Encourage a Large or a Small Family Size

B. In terms of related ideas

1. A citizen can be an agent of favorable change in the community when he makes a stand on issues regarding family size.
2. Beliefs and customs related to family size should be examined in the light of family needs and social change.
3. Beliefs and customs may be modified or rejected.
4. Rational and responsible attitudes and behavior towards family size may be developed or changed through analytic and reflective thinking.

III. DEVELOPMENT (Activities)

Lesson 1

A. Objectives

1. Discuss some motivations in wanting children.

   a. Identify some motivations in wanting children.
   b. Cite the effect of these motivations on family size.

2. Interpret the completed family size chart.

   a. Tell what the pictures and numbers stand for.

3. Explain how family size affects the population of the town, province, and nation.

B. Content

1. Motivations in Wanting Children
2. Completed Family Size

C. Suggested Procedure

Opener

Show the Completed Family Size Chart (Page 132).

Look at this chart. What is the title? What kind of chart is this? Look at the right side. What do the tall human figures represent? (man and woman; father and mother; husband and wife may be the expected answers) The small figures? (children)

In this pictograph, each small figure represents one child. Look at the incomplete figure of a child. In a pictograph like this, an incomplete figure represents a number less than one. What do you observe about the sizes of the incomplete figures? (Some are smaller than the others.) Tell why this is so.

Development

Call again the pupils' attention to the Completed Family Size Chart.

What are given on the right side of the chart? What is the completed family size in West Germany? In Japan? In the U.S.A.? In Malaysia? In the Philippines?

Bring out the fact that our completed family size is one of the highest in the world.

Why do you think our country has one of the highest completed family sizes in the world?

What is your idea of a completed family size based on what you have seen and discussed?

Accept the pupils' answers or definitions. Then give the definition below and write it on the chalkboard.

A completed family size is the number of children that will have been produced by a woman at the end of her childbearing years which is usually counted between 15 and 45 years.*

Show the comic strip roll "A Father's Wish."

If this is not practical, have the strips drawn on a sheet or sheets of manila paper. Then have pupils read the parts of Mila and Vic.

Unlock difficult words before the comic strip roll is shown.

Have the pupils discuss the comic strip afterwards by asking questions similar to the following:

---

*Mercedes Concepcion, "The Population Problem."

What was the problem of Vic and Mila after five years of marriage? Was it natural for Vic to wish for a son after having had three girls in a row? Do you know of couples in your community who keep on having children because they have neither a son or a daughter? Is this reason for wanting children common among Filipinos?

Draw out the fact that there is a belief that three girls or three boys in a row, then followed by a boy or a girl would bring good luck to the family. Another reason is that fathers want sons to carry on their names.

What other motivations do parents have for wanting children? (See BIT in case pupils cannot answer.)

Would you say that these motivations have something to do with our family size? Does it make our family size large or small?

Look at the chart again. What does this chart show? Does this family size affect the population of the community? If it affects the population of the community, would it affect other populations? What other populations would it affect? (populations of the town, province, and country)

What about your own families? What would you like to find out from your parents? How can we do this? Tomorrow, therefore, will you be ready to report on your particular families? What things would you report on? (Number of children, motivations in wanting children)

Summing Up

Can you give statements about the things we learned today?

Draw out from the pupils the following:

1. Parents have motivations for wanting children.
2. Fathers want sons who will carry on their names.
3. Some parents believe that having three girls or three boys in a row followed by a boy or a girl will bring them good luck.
4. Parents' motivations for wanting children may affect the family size.

Lesson 2

A. Objectives

1. Relate the motivations of parents for wanting children.

   a. Ask one's parents about their motivations for wanting children.
   b. List down the number of members of one's family.
   c. Identify most common motivations for wanting children and compare these with their corresponding family sizes.
   d. State the relationship between the motivations of parents for wanting children and population size.
   e. State that a large family size contributes to rapid population growth.

2. Report findings on parents' motivations for wanting children and their family sizes in the form of a table.

B. Content

1. Motivations of One's Parents in Wanting Children
2. Relevance of Family Sizes to the Population Situation

C. Suggested Procedure

Opener

What was Vic's motivation in having more children? Was his family size affected by this motivation? How?

What about your families? Would you say that your parents' motivations affected your family size? Let's find out.

Development

Present the following table on the chalkboard or on manila paper. Ask some pupils to furnish the information required in the columns.

Take up Abdullah's family as an example.

Family	Number of children	Motivations of parents for wanting children
Abdullah Macmod	5	To have a son

When information about some families have been recorded in the table, the analysis and evaluation can be made.

Analysis and Evaluation

What can you say about the family sizes? Which family is the largest? The smallest? Which motivation for wanting children is the most common? The least common? What conclusion can you draw about the relationship between family size and the motivations in having children? (For example: Some parents want to have large families for security in their old age.)

How have these family sizes, in turn, affected the population of your town? The province? The country?

Summing Up

Based on the table that we have made, give some statements or generalizations that would summarize our lesson today.

Lead the pupils to state the following:

1. Our large family size may be due to our parents' motivations in having children.
2. Large family size affects the population of our town, province, and country.
3. A large family size contributes to the rapid population growth of our country.

Lesson 3

A. Objectives

1. Enumerate and discuss Filipino sayings, beliefs, and customs regarding family size.
2. Examine some of these beliefs and sayings and talk about them.
3. State the onfluence of customs and beliefs on our family size norms.

B. Content

How Family Size Norms Are Formed

a. Folksongs
b. Beliefs
c. Sayings

C. Suggested Procedure

Opener

Have the class sing[1] "Santa Clara, Pinung-pino" and "Namatay na si Tandang Dungyar" (from an Ilocano folksong). (See page 133). Explain that the original lyrics of the first song is different from the one that appears in the music book.

What does the first folksong tell you? Explain the belief connected with the song.

What does the second folksong tell you? What do both folksongs have in common? What kind of families do they favor?

Development

What else besides folksongs are part of our culture? Write the answers as the pupils give them: beliefs, customs, sayings, riddles, etc.

Can you give examples of beliefs? Customs? Sayings? etc.

The pupils may give several examples but most of them, perhaps, will not be on family size or the advantages of many children.

---

[1] Use the songs, customs, and beliefs of your particular region to make this part of the lesson more meaningful.

Can you give examples of beliefs and sayings regarding family size?

In case the pupils cannot give the particular examples asked for, have the examples of beliefs and sayings ready - written on cartolina or on manila paper. (Page 134)

Do many parents believe these sayings and practices? How do you know?

Whether their answers are yes or no, have the pupils explain their answers.

Would you say that because of these beliefs, our parents came to have a certain number of children which for them was acceptable or standard to have? This standard is called <u>family size norm</u>.

Write the definition on the blackboard: <u>Family size norm is the acceptable or standard number of children for certain families or societies.</u>

Then discuss some beliefs, customs, sayings, riddles, etc. Have the following sayings written on the chalkboard:

1. What is enough for three is enough for five.
2. More children mean more hands to till the land.

Read the first saying. How many agree that this is true? How many do not? Why?

Do not comment on the pupils' opinion. Ask them to support their answers. Use the following situation to illustrate the first saying:

Let us pretend that we have two families. Family A is composed of three members. Family B is composed of five. Would a small milkfish be enough for Family A? For Family B?

Draw out the fact that although the milkfish would be enough for both families, the members of Family A would have bigger shares than the members of Family B because the former is a smaller family.

What about the second saying? In what ways do more children mean more hands to till the land? Do you think it is true? Why? When the pupils give different reasons for their answers, say:

Is the second saying, therefore, always true? What should our attitude be towards our sayings and beliefs? (We should examine our beliefs and practices. We should not accept all of them without question.)

Summing Up

Can you say that there is a relationship between our large family size and our customs, beliefs, sayings, riddles, etc?

Lead the pupils to state the following generalizations:

1. Some folksongs, customs, beliefs, sayings, riddles, etc. favor large families.

2. Our family size norms have been formed by beliefs, folksongs, sayings, riddles, etc.

Lesson 4

A. Objectives

1. Explain how family size norms are strengthened and changed.

   a. Identify ways by which family size norms are strengthened and changed.

2. Discuss how attitudes towards beliefs and customs will affect the population and welfare of the country.

B. Content

How Family Size Norms Are Strengthened

1. Customs and Beliefs
2. Sayings
3. Practices

C. Suggested Procedure

Opener

Tell the following story:

Mr. and Mrs. Napii went home to the province for the holiday. They took all their children with them. As the children were playing all over the place, Mrs. Napii let out a sigh and told her mother, "I wish I could stop having more babies. We just can't afford to have them anymore."

"What do you mean you can't afford to have them, her mother asked, "Didn't I raise all of you with only your father's salary? With both of you and your husband working, how could you complain?"

"But, Mother! Times have changed since your child-bearing days."

"Don't you worry. We will manage and God will provide."

Mrs. Napii smiled. Somehow, what her mother had said cheered her up a lot.

Development

What was the belief of Mrs. Napii's mother? What do you think of this belief? (Elicit opimions - the idea is not to discount or strengthen the belief. Rather, bring out the idea and the fact that even if God would provide, we should strive hard to provide for ourselves for "God helps those who help themselves.") From whom, do you think, did Mrs. Napii's mother get this belief? (From her mother) By telling this same belief to her daughter, would you say that the belief would be weakened or strengthened? Do you think this is the way beliefs are strengthened? Who usually strengthens our beliefs?

Look back and recall the days when you were a child. What things were you told so often that you finally accepted them? (Example: When parents tell their children that when they scatter rice, God will punish them and make them poor.) If you, in turn, tell this belief to your own children when you become parents, would the beliefs be weakened or strengthened? Do you believe, therefore, that some beliefs and sayings are strengthened? Give a statement about this. Our parents, friends, and teachers strengthen our belief and sayings.

Have the pupils give examples of things they were told when they were younger that made them believe that a large family was important or ideal. Write down the other beliefs as they are given. (Example: A large family is a happy family.)

What do you think of these beliefs?

Elicit opinions from the children. Their statements may favor large families. Do not make any comment to brainwash them. However, lead the discussion towards critical-mindedness, like this:

What attitude should we have towards our customs, beliefs, and practices? Should we accept all of them without studying and examining them? What do you call this attitude of not accepting everything without questioning them? (Being critical) When you become parents some day, would you strengthen beliefs that can be questioned and that are not wholly true? Why is it important to see things as they really are and not as we wish them to be? How does the former help us? How does the latter put us at a disadvantage? How can our attitude towards our beliefs and customs affect the population and welfare of our country?

Since this part of the lesson is about developing the right kind of attitude of being critical about our customs, beliefs, and practices, permit the pupils to use Pilipino or the vernacular if they cannot express themselves in English so that they can express their ideas and opinions well. Give the pupils sufficient time to discuss how our attitudes towards beliefs and customs will affect the population and welfare of the country.

Summing Up

What have you learned in today's lessons?

As the pupils give their statements, write them on the chalkboard:

a. Our teachers, friends, and relatives strengthen some of our beliefs.
b. A belief is usually strengthened when it is cited or mentioned many times.
c. We should not readily accept and believe everything that we have been told. We should carefully examine each first.
d. Some of our beliefs promote a large family size.

Assignment

Have some pupils report on the following for the next day's lesson.

1. How long can a permanent teacher go on maternity leave with pay if she is going to have a baby? How much does she get during the period that she is on maternity leave?
2. Income tax exemption based on number of dependent children (minors)

Lesson 5

A. Objectives

1. Explain how the government policies and social practices encourage a large or a small family size.

   a. State some laws or decrees that influence family size.
   b. Cite some practices in society that favor a large family size.

2. Examine critically existing beliefs and practices in the light of individual, as well as societal needs.

3. Determine a desirable family size.

B. Content

1. How Government Policies and Social Practices Encourage a Large Family Size or a Small Family Size

C. Suggested Procedure

Opener

Have the pupils read the following news items from the Bulletin Today (July 30, 1973; March 19, 1973).

News Item No. 1

In August, 1973, Singapore started enforcing a new set of laws that would make couples have fewer children. They are the following:

(1) A couple would have to pay higher hospital bills for every child born.
(2) Tax deductions or exemptions are for the first three children only.
(3) An employed mother in Singapore can enjoy paid maternity leaves for the first two children only.
(4) Couples with two or fewer children will be given the priority to occupy apartments and housing units.

News Item No. 2

Mr. and Mrs. Rojas, a Spanish couple with 18 children won a prize of 150,000 pesetas (nearly 3,000 dollars) for being the largest family in Spain. When they received the money from the Spanish government, this is what they said: "It follows (because of the prize they received) that we will have some more children."

Development

Watch the pupils' reactions on both news items. Have them give their comments. Then discuss the items along the following lines:

> Compare the news items. Which government favors a small family size? A large family size? What about our government? What does it favor?

Draw out the fact that the trend in our country used to be in favor of a large family size. Have the pupils answer the following questions:

> How long could a permanent teacher go on maternity leave with pay? How much pay would she get?

Have the pupil who was assigned to get the desired information report his findings.

> Is the maternity leave with pay favorable to having more children? Why? Compare the situation here with that in Singapore. If a female employee or teacher does not get paid when she has her baby, do you think this would affect her family size? How? (Perhaps she would space her babies to reduce the number of children she will have.)

> What government policies encourage a large family size?

Mention this fact to the pupils: Several years ago, a tax exemption of ₱1,000 was given for all children 18 years old and below.

Is this still true today?

Help the pupils answer this question by explaining the nature of Presidential Decree No. 69. This decree is an amendment to certain sections of the National Internal Revenue Code. It fixes the number of children to be exempted from tax claimed by parents to only four. However, this decree will only affect those families with additional children born after December, 1973.

Besides the government, our society also favors a large family size.

Discuss the Parents-of-the-Year Award given to U.P. graduates whose many children also finished their courses at the State University; the giving of prizes to couples with the most number of children during class reunions; the deductions in matriculation fees of sisters and brothers attending the same school or university; etc.

Summing Up

Based on our lesson and discussions today, would you say that some government policies influence family size? What about our own government and our own society?

Lead the children to give the following statements. Write the statements on the chalkboard:

1. Some governments encourage a large family size. Some governments have laws that favor small families.
2. Our government used to promote a large family size. Now it has started to promote a small family size.
3. Some practices in our society promote a large family size.

IV. STATING GENERALIZATIONS FOR THE UNIT

What important ideas have we learned in this unit? Elicit the following:

- There are motivations in wanting children.
- Our customs, beliefs, sayings, and practices affect our family size and the population of our country.
- We should be critical towards our beliefs, sayings, practices, and customs. We should examine them instead of readily accepting everything without question.
- Our government policies and social practices influence family size.

Let us make one big statement to summarize all the above ideas. Perhaps this question will help you: As a citizen, what can you do about the population situation of your country?

The following answers may be expected:

Citizens have roles to play in choosing a desirable family size. They should be critical about some beliefs, customs, sayings, and practices that affect family size which also affect the population situation of the country.

If the pupils cannot give the above generalizations, draw these out by a series of questions, like the following:

Can you, as a young citizen, do something to change your community? In what ways? After having studied our beliefs, customs, sayings, and practices, would you accept readily all of them without question? How would your change of attitude affect family size? How would it affect the population situation of our country?

Let us think ahead. When you yourselves become parents, what would you consider a desirable family size? Why?

Count and tally the answers on the chalkboard to find out what the class considers as a desirable family size.

The table will perhaps look like this:

Number of Children Wanted	Number of Pupils Who Want this Number
12	1
11	0
10	2
9	3
8	2
7	2
6	5
5	5
4	9
3	10
2	4
1	2
0	0

Analyze the results with the pupils. Ask them why many favor three and four children. Ask the significance of this family size to the population situation of the town, province, and country.

V. Evaluation

A. Read the following items. Encircle the correct answer.

1. The number of children that will have been produced by a woman at the end of her child-bearing years which is known as

   a. size of the family.
   b. completed family size.
   c. population size.
   d. completed population size.

2. Which of the following does not encourage a large family size?

   a. A father's desire to have a son to perpetuate his family name.
   b. The belief that children will be the parents' security during old age.
   c. Results of studies indicating that improper spacing of children and successive childbearing affects the mother's health.
   d. The parent's desire to have many farm helpers.

3. A belief is strengthened when

   a. it does not become a common topic of conversation.
   b. it is always the topic of conversation.

B. Below are government policies and social practices in some countries.

Chart them according to the heading given.

1. A couple would have to pay higher hospital bills for every child born.
2. A prize of 150,000 pesetas for being the largest family.

3. A prize is given to a couple for having the most number of children graduated from one university.
4. An employed mother can enjoy paid maternity leave pay for the first three dependent children only.

Government policies and practices in favor of large families	Government policies and practices in favor of small families
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

C. Read each situation below and then answer the questions that follow.

1. Majid and Fatima are engaged to be married. They have decided to get married before Majid goes abroad. They were advised to postpone marriage until after Nora, an elder sister of Fatima, is married.

Listed below are the decisions which Majid may make. Write L on the blank before the number if Majid's decision will contribute to having a big family and O if it will help produce a small family.

___ a. Majid will convince Fatima to elope with him.
___ b. Postpone marriage until after Nora, the elder sister, is married.
___ c. Continue his studies abroad and marry Fatima later.
___ d. Break his engagement with Fatima and continue his studies.

BEST COPY AVAILABLE

2. David is a fisherman with 8 children. His earnings is not enough to meet the needs of his family. Nursia, his wife, is 39 years old. She doesn't like to bear children anymore. She suggested to David that they practice birth control but he refused.

   Listed below are some of the decisions that Nursia may have. Write L on the space before the letter if it contributes to having a big family and D if her decision will not contribute to having a small family.

   ___ a. Drink herbs that will control birth without the knowledge of her husband.
   ___ b. Convince her husband to consult a doctor on family planning.
   ___ c. Agree to her husband's belief that children are the gifts from God.
   ___ d. Ask the advise of some religious leaders regarding family planning.

D. Select any of the Filipino customs (or any of the beliefs) we discussed in class. Discuss in a short paragraph what you think about it.

A FATHER'S WISH
A Comic Strip

1 It's a fine June morning. Abdullah Macmod takes Asia Majidashis beloved bride.

2 On their first wedding anniversay they have little Nora. They are very happy although Abdullah hoped for a son.

Don't you think I should go to the family planning clinic Abdullah? Four girls to take care of is no joke!
NEWS
I want a son! Let's wait. Maybe the next will be a boy.

3 After five years and three daughters, the Macmod's are not so happy. Another baby is coming.

4 One evening Asia talks to Abdullah about family planning. She wants to go to the family planning clinic, but Abdullah stops her.

5

So what happens? Asia has another child. Imagine Abdullah's disappointment - the baby is another girl!

COMPLETED FAMILY SIZE

..... WEST GERMANY 1.9

..... JAPAN 2.2

..... U.S.A. 2.5

..... MALAYSIA 4.6

..... PHILIPPINES 5.9

Source: University of the Philippines Population Institute.

132

San Pascual sa Obando,
Kami po ay bigyan ninyo
Ng anak na labimpito.

Abaruray, abarinding,
Pangako'y tutuparin,
Abaruray, abarinding,
Pangako'y tutuparin.

Saint Claire so demure
St. Pascual of Obando,
Please give us now
Seventeen children.

Abaruray, abarinding,
Your promise please fulfill,
Abaruray, abarinding,
Your promise please fulfill.

NAMATAY NA SI TANDANG DUNGYAR
Music: Marianina, Nasudi
(From: Natayen ni Dungayen
(Ilokano)

Namatay na si Tandang Dungyar
Na wala kahit isang anak

Ang lahat ng mga nagsitangis
Ay pulos na mga ipis (3x)
Naku!

Lahat ng mga nagsipaglamay
Ay pawang mga anay (3x)
Naku!

Ang nagsipunta sa libingan
Ay pawang mga langgam (3x)
Naku!

WHEN OLD MAN DUNYAR DIED
(Music: Marianina, Masudi
(From:Natayen ni Dungayen
(Ilokano)

When old man Dungyar died
Leaving no children behind
No one shed a tear for him
Oh! Oh! only cockroaches
cried.

White ants came
To attend the wake
Oh! Oh! Oh!

Those who went to the funeral
Were ants, million of ants
Oh! Oh! Oh!

APPENDIX 4

(For Teachers)

CONTRIBUTING FACTORS IN THE DEVELOPMENT
OF THE PHILIPPINE FAMILY SIZE NORM*

A. Beliefs:

1. God, at the beginning of time, commanded men to go forth and multiply. So, having a large family is obeying God's commandment.

2. It is believed that a couple who has three girls in a row followed by a son will be very lucky. (or vice-versa)

3. In some rural areas, it is believed that a family should have at least four boys and a girl - the boys would be needed to carry the coffin of either parents at death and the girl, to light the funeral candles. Otherwise, the parents' souls cannot enter heaven.

4. Many people believe that children are gifts of God. Therefore, it is sinful to do anything to prevent conception and subsequent birth.

5. Many children mean more mourners at the parents' funeral.

6. When a child is on all fours nagtutuwad he is asking for a kasunod or another brother or sister.

7. It is good to have many children because if some of them do not come up to expectations, surely, from among the rest, one or two will become successful and be the pride of the parents.

8. It is not wise to have an only child because he will be spoiled by the parents and relatives.

9. A big family is happier, merrier.

10. More children mean more hands to till the land.

11. Children are the support of parents in their old age.

12. The more children you have, the more blessings you will receive.

---

*Source: The First Six-Week Intensive Course in Population Education, Department of Education and Culture, 1972.

APPENDIX 5

(For Teachers)

FACTORS THAT PROMOTE THE PHILIPPINES' LARGE FAMILY SIZE NORM: GOVERNMENT INFLUENCES

Pro-Natalist

1. Maternity leave with pay
2. Providing allowances, as well as other privileges for every individual child in the family by some government corporations
3. Legal recognition for illegitimate children
4. Granting discounts in hospital bills for government employees
5. Emotional and financial security taken care of by government's life insurance
6. Establishment of day-care and well-baby clinics and puericulture centers
7. Legal restrictions on abortion
8. Giving assistance to indigent families
9. Granting pensions to retired government employees
10. Government housing projects, awarding house and lots to heads of families
11. Providing free elementary education
12. Raising daily wage per Minimum Wage Law
13. Discount on tuition fees for more number of children in a school

A POPULATION EDUCATION SUB-UNIT

GRADE VI - EFFECTS OF RAPID POPULATION GROWTH ON THE FAMILY AND THE COMMUNITY

Conceptual Theme: Development and Progress Then and Now
Major Concept: Social Organization (Based on the old scope and sequence)
Change (Based on the new scope and sequence)
Sub-concept: Institutions (Based on the old scope and sequence)
Pagbabagong Pangkabuhayan (Based on the new scope and sequence)
Generalization: Family size affects the welfare and progress of families and communities.
Suggested Time Allotment: 7-9 days

OVERVIEW

The size of the family has a tremendous impact on the population growth of the community or nation. This unit is intended to be a forerunner of other units in high school which will discuss the effects of rapid population growth on the macro level; that is, on the nation and the world. As such, it attempts to show the effects of rapid population growth on the family and the community by bringing out the advantages and disadvantages of a large family and a small family. It tries to tie up all the effects of family size which were taken up separately in the preceding grades and/or in the different subject areas plus other possible effects which were not discussed in any other grade or subject areas. For instance, the possible economic, health, educational, socio-psychological, physical, and mental effects of a small and a large family size are pointed out. The idea is to make the children see these different but interrelated effects in their totality.

It will be noted in this unit, that both the advantages and disadvantages of a small and a large family are shown. The purpose is to provide the pupils with all the facts and information that they can use as basis for developing attitudes; and later, for making intelligent decisions when they themselves become parents and are confronted with the choice between a small family and a large family. It is not the intention of this unit to dictate to the children the family size that they should select in the future. Rather, this unit aims to bring out the importance of planning and decision-making and to help the children make rational decisions when the time comes for them to decide

their own family size. It is a timely unit because the children in this grade level are nearing the age when they will soon be contemplating marriage and parenthood. Besides, for many of them, grade six might be their terminal year of schooling. To introduce this unit in high school will certainly be too late for these children.

This unit makes use of varied activities to develop concepts and understandings, skills, attitudes, and values. Foremost among these activities is the presentation of two stories that show opposite effects of a large family size on two different families. With these stories as springboard, the favorable as well as the unfavorable effects of a small or a large family size on the family and on the community are brought out and discussed. One of the stories is also used to introduce the importance of planning and decision-making particularly with respect to family size. In all the lessons, high-level questions are used unsparingly to stimulate thinking andprovoke class discussion. An analysis of these questions will show that, in most instances, the children are first challeneged with a somewhat vague and general question. This is to make them think and organize their thoughts instead of merely eliciting recall of isolated facts. If a question proves to be too vague and general to draw out the desired responses, then the teacher should make the question more specific, but nevertheless, thought-provoking. It is assumed that, at this stage of children's schooling, they have already mastered the skill of answering low-level types of questions (the what, where and when questions). What is more needed now is to develop among children the skills to answer questions that require the use of higher levels of mental processes or thinking such as comparing, analyzing, synthesizing, and evaluating.

Lastly, this population education unit can be integrated as a sub-unit of a unit in Grade VI Social Studies organized around the generalization: "Social institutions are determiners of progress and development."

I. OBJECTIVES

A. General

1. Understand how family size affects family and community welfare and progress.
2. Develop a family size norm that will be good not only for the family but also for the community.

B. Specific

1. Knowledge and Understanding

a. Describe the effects of family size on the food intake and on the food production of family members.
b. Cite the effects of family size on the capacity of the family to provide adequate medical care for its members.
c. Give the effects of family size on the physical and mental development of children.
d. Explain the relation between family size and the health of family members.
e. Explain the effects of family size on the housing needs of the family.
f. Discuss how family size affects the opportunity of the family to save.
g. Give the effects of family size on the clothing needs of family members.
h. Explain the relation between family size and the opportunity of family members to get an education.
i. Discuss the relationship among family members in a small family and among family members in a large family.
j. State the effects of family size on the [illegible] of the family.
k. Cite the effects of family size on the population size of the community.
l. Discuss and list down the favorable and unfavorable effects of large families on the community.
m. Discuss the importance of planning and decision-making particularly with respect to family size.

2. Abilities and Skills

a. Compare and contrast family situations.
b. Form conclusions which are not sweeping or half-truths.
c. Answer high-level questions.
d. Draw inferences regarding family size.
e. Play a game according to its rules.
f. Raise questions or give comments on reports to develop critical thinking.

3. Attitudes and Values

a. Make decisions regarding family size.
b. Justify one s decision by supporting it with valid or sound reasons.
c. Make plans and decisions on the basis of individual as well as family and community welfare.

II. CONTENT

A. In terms of topics

1. Effects of Family Size on Some Aspects of Family Life
2. Effects of Family Size on the Community
3. Importance of Planning and Decision-making

B. In terms of related ideas

1. Given the same income, small and large families cannot provide the same quantity and quality of food and clothing for their members.
2. Given the same income, small and large families cannot provide the same educational opportunities for their members.
3. Given the same income, small and large families cannot provide the same size and quality of she shelter for their members.
4. Given the same income, small and large families cannot provide the same opportunities for saving.
5. Given the same income, small and large families cannot provide the same attention to the health needs of their members.
6. Small and large families cannot provide the same parental attention to their members.
7. Family size affects the physical, intellectual, and psychological development of family members.
8. Family size affects the population size of the community.
9. The presence of too many large families in the community may either stimulate production or cause food shortage in the community.
10. Too many large families in the community may either make the government increase social services or may make it difficult for the government to provide adequate social services.
11. Too many large families in the community may either develop the community or may result in overcrowding, pollution, and unsanitary living conditions.
12. Planning and decision-making save time, money, and effort.
13. Planning and decision-making contribute to individual, family, and community welfare and happiness.

II. DEVELOPMENT (Activities)

Lesson 1

A. Objectives

1. Compare and contrast two different families.

a. Identify some aspects of family life.

b. Tell the effects of family size on the food production activities of the family.
c. Cite the effects of family size on the capacity of the family to provide adequate medical care for the children.
d. Point out the effects of family size on the physical and mental development of children.
e. State the relation between family size and the health of family members.

2. Form conclusions which are not sweeping or half-truths.

B. Content: Effects of Family Size on Some Aspects of Family Life

C. Suggested Procedure

We are going to read stories about two families. These two families have seven children each. Find out how the number of children affects the different aspects of life of each family. But first, let us see if you can explain the meanings of some words found in the stories. Unlock difficult words in the two stories. Then present "An Evening With the Bapa Yunus Family" and "The Manday Family" in charts, or better still, in mimeographed copies. Have the class read "The Manday Family" and "An Evening with the Bapa Yunus Family." After reading the stories, let the members of the class discuss among themselves what they have read. Stimulate class discussion and arguments by asking questions on how family size and income affect the different aspects of family life. For instance, in discussing the effects of family size or income on the food of the Manday and Bapa Yunus families, the following questions or similar ones may be asked:

How much do you think is the monthly income or earnings of the Bapa Yunus family? The Manday family? How many children does each family have? Which family has less food for its members? Why do you think the Bapa Yunus family has less food for its members than the Manday family when they have the same number of children? Do you think Mr. Manday would be encouraged to raise as much vegetables and animals as he produced if he had fewer children? From your own observations and experiences, does having many children encourage the parents to increase their food production?

If the Manday family had only two children, what do you suppose would be the effect of this on the quantity and kind of food that the family members eat? On the quantity of vegetables, fruits, and animals that the family raises? If the Bapa Yunus family had two children only, what do you think would be the effect of this on the quantity and kind of food that the members could have? Do you think this would affect the rice production of Bapa Yunus? Given the same income, what conclusions can you form regarding the effect of a large or a small family on the amount of food needed? On food production?

If the members are not getting the right amount and kind of food, what term can we use to describe them? (Undernourished) What do you think are the effects of malnutrition on the family members? (Stunted body growth of children; children do not reach their full mental development; family members are more susceptible to disease, etc.)

Let's go back to our story about the Bapa Yunus family. Why did Bapa Yunus have to borrow money from his landlord? If he had only two or three children, do you think he would need to borrow money from his landlord for paying the services of a doctor and a midwife? If Bapa Yunus was not able to find anybody from whom to borrow money, what do you think would have happened to Babu Sursida? What can you say about the capacity of the Manday family to provide medical care for its members? If the Manday had two or three children only, do you think they would be able to provide better medical care for them? Why? If two families - one family of three children and the other of seven children -- had the same income, which family do you suppose would have more chances to give adequate medical care for its members? Why is it important for family members to receive adequate medical care?

Continue asking children what they think are the other effects of family size on the health of family members and on their physical and intellectual developments. After they have given their opinions, have children read by turns and discuss the findings about the effects of family size on the health, physical, intellectual development of children (See BIT) It would be better if the teacher makes separate listing of these findings so that the children will not make the mistake of reading

findings that do not relate to the topics under discussion. After the discussion, let the children form conclusions on the relationship between family size and the chances to give adequate medical care to family members; between family size and the health of family members; between family size and the physical and mental or intellectual development of family members.

To sum up the lesson, ask the pupils what they have learned from the day's lesson. The children may come up with the following conclusions or similar ones:

1. Given the same income, a small family can provide more and better food for its members than a large family.
2. A large family may encourage the members to produce more food.
3. Given the same income, a small family has more chances of providing adequate medical care for its members.
4. Family size affects the physical and mental development of children.
5. Given the same income, a small family has better chances of providing for the health needs of its members.
6. etc.

Lesson 2

A. Objectives

1. Discuss the effects of family size on some other aspects of family life.

   a. Give the effects of family size on the housing needs of the family.
   b. Point out the effects of family size on the opportunity of family members to save.
   c. Cite the effects of family size on the clothing needs of family members.
   d. State the relation between family size and the opportunity of family members to get an education.
   e. Point out the effects of family size on the relationship among family members.
   f. Give the effects of family size on the happiness of the family.

2. Draw inferences from stories.

3. Form rational conclusions.

B. Content: Effects of Family Size on Some Other Aspects of Family Life

C. Suggested Procedure

Review the previous lesson. Then recall the stories about the Manday and Bapa Yunus families by conducting the following discussion:

Can you say that the members of the Bapa Yunus family have an adequate sleeping place? What makes you say so? Do you think that they have enough space for working, studying or playing in their house? What makes you think so? What about the Manday family? Do you suppose that they have an adequate space for sleeping, working, studying, or playing? Why? What are the likely effects of sleeping in a cramped space? What could be the effects of cramped living conditions on the relationship among family members? (The family members will be in each other's way; it is likely that tempers may frequently rise resulting in impatience with each other, quarreling, shouting at each other, testing, etc.) Can you think of other effects of living in a ramped place? What can you say then, about family size and the relationship among family members?

Do you think that Bapa Yunus and Babu Suraida can give enough attention to each of their children? What makes you think so? If Bapa Yunus and Babu Suraida had fewer children, do you think they could give more attention to each of their children? Do you suppose that Mr. and Mrs. Manday could give the necessary attention to each of their children? Why do you suppose they could do this? (Because their children are bigger than the Bapa Yunus children. They can already help their parents in the house. So the parents can give more time and attention to their children's needs.) If Mr. and Mrs. Manday had fewer children, what can you say about their time for paying attention to their children? If parents cannot give adequate attention to their children, what could be the effects of this? If parents can give care and attention to their children, how can this affect the relationship between parents and children? What can you say about family size and parental attention?

In the case of the Bapa Yunus family, what can you say about the clothes of the children? If the Bapa Yunus family had only two or three children, do you think they would have the same clothing situation in the Manday family? If the Manday family had fewer children, do you think that with the same income they could provide more and better clothes for their children? In your observations among your neighbors or other people, is this true? What can you say about the relationship between family size and the clothing needs of the family?

What can you say about the chances of the Manday children in finishing high school education? A college education? What about Bapa Yunus children? Why? If the Bapa Yunus family had fewer children, would the children's chances of going to high school or even to college improve or increase? What is the relation between the number of children in a family and their chances of getting an education?

What is the source of income of the Manday Family? How much a month do you think Mr. Manday is getting as a municipal clerk? (Let's say ₱380.00) How much a month do you think the Manday family is getting from the sale of fruits and vegetables which they produce and the poultry which they raise? (Around ₱100.00) How much is the total monthly income of the Manday family? Does the Manday family buy all the food that they need? Why not? Do you think they can still save money from their monthly income? (The children might want to estimate the monthly expenses of the Manday family so that they could subtract this from the monthly income and find out whether there would be some amount left for savings.) Why or why not? If Mr. and Mrs. Manday had fewer children, do you suppose they would be able to save more from their monthly income? What might they do with the savings that they could have? Now, let's have a look at the Bapa Yunus family. How much do you think is the monthly income of the Bapa Yunus family? (Make a rough estimate of Bapa Yunus yearly share of palay plus the earning from the sale of the litter of pigs and divide this by twelve.) Make an estimate of the monthly expenses of the family. Would there be some amount left to be saved? If Bapa Yunus and Babu Suraida had fewer children, do you think they would have a better chance of saving? What can the savings do for the family? Can you tell us the relation between family size and the opportunity to save?

When can you say that a family is happy? (Emphasize that happiness does not depend solely in having the material things in life.) Why was the Manday family a happy family? Do you suppose the family members would be as equally happy if there were only two children in the family? Can you say that the Bapa Yunus family was a happy family? Why or why not? Does family size influence the happiness of **a family?**

To sum up the lesson, ask the class what they have learned about the effects of family size on the housing needs of the family; on the clothing needs of the members; on the children's educational opportunities, on the relationship among family members; and on the happiness of the family.

Lesson 3

A. Objectives

1. Discuss the favorable and unfavorable effects of large families on the community.

   a. Cite the effect of family size on the population size of the community.
   b. List down the favorable and unfavorable effects of large families on the community.
   c. Raise questions and give comments on reports given.

B. Content: Effects of Family Size on the Community

C. Suggested Procedure

As a review of the previous lessons, call on children to cite the **advantages** and disadvantages of a small and a large family. Then proceed with the following discussions:

If there were only one large family in our barrio, town or city like the Bapa Yunus family, for instance, and all the other families were small, would this have a big effect on the population size of the community? Why? On the school in the community? (In terms of school enrollment, number of classrooms, number of teachers, number of textbooks, etc.) Why? But suppose all the other families were as large as the Bapa Yunus family, do you think this would affect

greatly the population of the community? Will these large families have a big effect on theschool? In what ways? What other government as well as non-government services in the community will be greatly affected by the presence of a big number of large families in the community?

Hopefully, the children may mention the following services aside from the school:

Church
Rural Health Unit or Health Center in the urban areas
Puericulture Center
Mail Service
Transportation
Water Service
Electricity Service
Garbage Collection
Police Service
Etc.

Be sure to include only those services which are found in the community or those which the class is familiar with.

Divide the class into six or eight small groups. Tell the children that each group will work on the effects, both good and bad, of many large families in the community on one or two community services. Ask each group what service or services it would like to work on. After each small group has selected its topic to work on, give the additional instructions below.

Discuss among yourselves how a big number of large families in your community can affect the particular service or services you selected. Think of all the possible favorable or unfavorable effects. Someone in your group can serve as a recorder and write these down as you discuss them. Elect also a group leader to lead the discussion and to read the group report to the whole class later.

Give the small groups about ten minutes to discuss their assignment. After the small-group discussion, call on each group leader to report what his group has done. An example of a group report may be similar to the following:

Effects on Transportation

1. Many large families in the community may mean many passengers.

2. Many passengers may mean difficulty in getting a ride or overcrowding in the jeepney or bus.

3. Many passengers make some people buy some more calesas, tricycles, jeepneys, or buses.

4. Many vehicles may make the government build wider and better roads.

5. Better roads and many passenger vehicles may make marketing of products faster and easier. This will encourage people to produce more products.

6. Many vehicles may mean more accidents on the roads.

7. Many vehicles on the road may need frequent repairs of roads.

8. Many vehicles may mean more dust fumes and smoke coming out of the vehicles. This situation causes air pollution.

9. Polluted air makes people uncomfortable or sicj.

After each group report, ask for class reactions. Encourage pupils to question points raised in the report, or add to or subtract ideas from the report. After all the small groups have finished giving their reports, ask the class what other aspects of community life may be affected by many large families in the community. The children may touch on the effects of too many large families on community sanitation, housing, peace and order situation, etc.

As a summary of the lesson, ask the children to point out the advantages and disadvantages of too many large families in the community. Examples of advantages may be as follows:

1. Many large families in the community may encourage people to cultivate more lands so that they can provide the food needs of many people.
2. A big number of large families in the community will make business brisk.
3. Many large families in the community may make the community richer and more progressive.
4. Others

Examples of disadvantages may be as follows:

1. A big number of large families in the community may result in inadequate lands for housing and for food production.
2. A big number of large families may result in overcrowding and unsanitary living conditions.
3. Too many large families in the community may make it difficult for the government to provide adequate social services such as schools, health facilities, playgrounds, parks, etc.

4. Too many large families in the community may result in more air and water pollution.
5. A big number of large families in the community may worsen the employment problem.
6. Others

Lesson 4
(1 class period)

A. Objectives

1. Discuss the importance of planning and decision-making particularly with respect to family size.

   a. Enumerate reasons why planning and decision-making are important.

2. Make plans and decisions on the basis of individual as well as family and community welfare.

3. Make decision regarding family size.

4. Justify one's decision by supporting it with valid or sound reasons.

B. Content: Importance of Planning and Decision-making

C. Suggested Procedure

In the story "An Evening with Bapa Yunus Family," Bapa Yunus tells his wife, Babu Suraida, that there's no use worrying when they can't do anything about their life. It is God's will. Do you agree with Bapa Yunus? Why? People, like Bapa Yunus who believes that everything that happens to him is the will of God, will not do anything to change the course of their lieves. They will leave their future to God's will. In other words, they will leave everything to chance. Is this good? Why? Why not? If we don't want to leave our future to chance, what should we do? (Plan and make decisions.) Why should individuals plan andmake decisions?

The following answers may be given by the children.

1. Planning and making decisions save time, money, and effort.
2. Planning lessons chances of making mistakes.
3. Planning helps an individual take a course of action.
4. Planning helps people to be successful in doing things, thereby contributing to their happiness.

If the class cannot give the above answers, give situations to illustrate the importance of planning and decision-making. For instance, it can be shown that planning and deciding the night before what to wear for school the following morning can save time and effort in getting ready for school. Planning and deciding on how to make a fruit tray or an apron instead of proceeding in a trial-and-error fashion can lessen costly mistakes and save time, money and effort. Then ask the pupils to give examples of situations that will bring out the importance of planning and decision-making.

Tell the class that there is one planning and decision-making, which they have to start thinking about right now. And this is planning and deciding on the family size that they would like to have when they become parents.

> Why is it important for you to start thinking right now about the family size that you would like to have? In our previous lessons, you have learned the advantages and disadvantages of a small and a large family size to the family and the community. Do you think what you decide and plan as an individual, especially on important matters, will have an effect on your family? Why? On your community? Do you think that individual planning and decision-making regarding family size should consider only one's self? One's family? One's community? Why? (Give children time to think about this.) If you were to make a choice, what family size would you like to have? Why?

To sum up the lesson, ask the class to state what they have learned about planning and decision-making. It is expected that they will bring out the following related ideas:

1. Family size should be planned.
2. Planning and decision-making save time, money, and effort.
3. Planning and decision-making on important matters should consider individual, family, and community welfare.

IV. STATING GENERALIZATIONS FOR THE UNIT

This part and the evaluation for the unit may be taken up in the beginning of the next day's period in Social Studies if they cannot be finished within the class period for Lesson 5.

Review the related ideas arrived at in the different lessons, then ask:

What generalization can you form about the relation between family size and the family and the community?

> Family size **affects the welfare** and the progress of families and communities.

V. EVALUATION

1. If you were to get married, how many children would you like to have? Why?

   Give at least five good reasons for your choice.

2. a. Give five advantages of having a big family.
   b. Give five disadvantages of having a big family.

APPENDIX A

THE MANDAY'S FAMILY

In the town of San Isidro, there lived a family of nine. The father, Mr. Manday, was a clerk in the municipal town hall. The mother, Mrs. Manday was a housewife. They had seven children - three boys and four girls whose ages ranged from five to fifteen years. Two were going to the town's private high school. Three were attending the public elementary school in the poblacion. The youngest stayed at home since he was not yet of school age.

The people in the neighborhood envied the Manday Family. And this had nothing to do with having the things that rich people usually have, like a big house, an expensive car and much money. But they were rich just the same because of the kind of life that they had.

The Manday's little house of wood and nipa stood in the middle of a modest lot which Mr. Manday had inherited from his parents. But this lot was a source of joy to passers-by and a source of additional income for the family. In the backyard were several fruit-bearing trees, among which was a big mango tree. During its season, this mango tree usually bore many fruit because its owners smudged it to make it bear flowers. In the shade of the fruit trees were a pig pen for two pigs and a chicken coop for some chickens, ducks, and turkeys the Manday family also raised. On both sides of the house were rows of healthy-looking vegetable plants. There was never a time when these parts of the lot were not planted to one kind of vegetable or another. The narrow front yard was a delight for both eyes and nose. For here were sweet-smelling roses, sampaguita, and other flowering and ornamental plants. But this was not all. The Manday house was always kept clean and neat. Flower pots and curtains made the windows gay and bright. At daytime and in the evenings when the children were all in, the neighbors could hear laughter and singing coming from their house.

"How do you manage to find time to raise so many plants and animals, keep your house spic and span, and attend to your children?" a neighbor once asked Mrs. Manday.

"My husband is very helpful," replied Mrs. Manday. "He knows we have a big family to support so instead of idling his time away at the barber shop or sari-sari store, he spends it growing vegetable and raising animals. And I help him after the household chores have been done."

"You must be working twenty-four hours a day to be able to do all these things!" exclained the neighbor.

BEST COPY AVAILABLE

"Not really," said Mrs. Manday. "You may not believe it, but my husband and I have enough time to rest, to listen to the radio, to read newspapers, and to be with our children."

"You must be following a magic formula!" insisted the neighbor.

"Our magic formula is our children."

"What do you mean?"

"You know the saying, 'Many hands make work light'?" asked Mrs. Manday. "God has been so kind to bless us with many children. Our children help me with the household work. They help my husband with the plants and animals. Among ourselves we manage to have all the work done quickly. And so, in the evenings, during the week ends when there are not so many things for our children to study, we find time for sin ing and storytelling."

"You are indeed a lucky family!" the neighborn told Mrs. Manday.

"And a very happy one, too!" was Mrs. Manday's prompt reply.

BEST COPY AVAILABLE

APPENDIX B

AN EVENING WITH THE BAPA YUNUS FAMILY

It was supper time in the Bapa Yunus household. Bapa Yunus and six of the children were sitting around the dulang (a short-legged table) Babu Suraida could not join them as she was nursing three-month old Amina. Farida, the eldest child, gave her younger brothers and sisters their share of rice and boiled eggplants. As soon as the younger children had received their share of food, they started eating hungrily. Bapa Yunus could only shake his head as he watched his children eat and finish their food quickly.

"I wish I had some more rice to go with my eggplant," said Garingan.

"Here, take some of mine," offered Bapa Yunus.

"Give me some more rice and eggplant!" cried Paruk.

"Me, too!" said Mona.

"There's no more rice and eggplant except those left for Mother," said Farida. "She hasn't eaten yet."

"But I'm still hungry!" complained Paruk loudly.

Give them some of my rice and eggplant." Babu Suraida told Farida when she heard Paruk and Farida asking for more food.

"But you won't have enough to eat, Inay," objected Farida.

"Never mind, Farida," Babu Suraida said, "just do what I tell you."

After they had all eaten, Bapu Yunus approached Babu Suraida.

"Suraida, I'll go downstairs to see what's wrong with Bantay. I noticed him limping as I was coming home from the farm."

"But, Itay, you promised to help me finish the fruit tray I'm submitting to my teacher tomorrow!" exclaimed Isnani.

"I'll help you do it after I've attended to the chickens."

"Mother, I'm sleepy," said Omar while tugging at his mother's dress.

"Farida isn't asleep yet." said Babu Suraida. "Go to your sister Saleda. She'll put you to bed."

"Inay," said Garingan. "I have no clean shirt to wear to school tomorrow."

"Don't worry, Garingan. "I'll do some ironing tonight after Farida has gone to sleep."

When Babu Yunus came up, he started helping Isnani with his fruit tray. Later Paruk went to him.

"Let's go to sleep, Father", said Paruk while taking hold of Father's hand.

"I can't go to sleep yet, Paruk. I have to help Isnani first. Go with Garingan. I'll be with you later."

"I don't want Garingan" said Paruk crying. "I want you, Itay."

Garingan took Paruk away.

After some time, Babu Suraida laid Farida down on the mat. When she was about to leave, she noticed that the sleeping boys - Paruk and Yosuf were piled on top of the other. She gently lifted Yosuf and laid him down beside Paruk.

"Our sleeping place is getting too small for the children." Babu Suraida said to herself. "And I must remember to buy a bigger mat and some blankets when we get some money."

Meanwhile, Bapu Yunus was busy finishing Isnani's fruit tray. Farida approahced him timidly.

"What is it, Farida?" Bapu Yunus asked his daughter.

"Itay, I'm about to finish grade six, "began Farida. "Can I.....can I go to high school next school year?"

Bapu Yunus could not answer at once. He cleared his throat several times before he could speak.

"Farida," said he. "I really would like to see you finish high school. But going to high school will mean more expenses. You know that my share of palay from the farm ishardly enough even for our food."

"Our sow will soon be having her litter, Itay."

"That's true. But then, we have some debts to settle. You know how your mother nearly died giving birth to Amina. I had to get a loan from our landlord to be able to call a midwife and a doctor to attend to her. Besides, we have to buy your brothers and sisters some clothes. Your two brothers have practically nothing to wear for school."

"Then I cannot go to high school, Itay?" Asked Farida miserably.

"We will see," said Bapu Yunus. "If our sow will have a large litter we might have some money left after settling our debts and buying some of our needs. Then your Mother and I will send you to high school."

Long after the children had gone to sleep, Babu Suraida was still ironing clothes.

"It's time to sleep, Suraida." Bapu Yunus told her. "The whole barrio is asleep. Even Aaka Apsa has closed her store for the night."

"Is it that late?" exclaimed Babu Suraida. "How time flies! I wish I had more time to do all the things I have to do. And how I wish we had the money to buy all the things that we need. I feel bad when we can't give what our children need and more so when I can't spend some time with them when they want me."

"The children will understand, Suraida," said Bapu Yunus. "Besides, we can't do anything about our life. This is God's will, so why worry? Come, it's time to rest. This has been a busy day for both of us."

Native Terms	English	Pilipino	Maguindanaon	Maranao	Samal	Tausog	Yakan
ama	father	tatay	ama	ama	ama	ama	ama
babu	aunt	tiya	babu	babu	babu	babu	babu
binubug	porridge	linugaw	binubug	biyobog	mistang	biyugbug	binugbog
kaka	elder sister/ brother	ate/kuya	kaka	kaka	kaka	kaka	kaka
kopia	muslim cap	kopiya	kopiya	kopiya	kopiya	kopia	kupia
dupang	foolish	loko	dupang	lalong	lalong	dupang	
imam	religious Muslim leader	imam	imam	imam	imam	imam	imam
ina	mother	nanay	ina	ina	ina	ina	ina
mangungubat	quack doctor	herbolaryo	pagagamot	pamomolong	aa-nawal	mangu-ngubat	tabib
mistang	porridge	linugaw	biyobog	biyobog	mistang	mistang	distang
paggunting	baptism	binyag	paggunting	paggunting	paggunting	paggunting	paggunting
sunnah	optional prayer		sunnat	sunnat	sunnat	sunnat	sunnat